EXHIBIT 2
DATE 1/17/2011
HB

Montana University System

Joint Appropriations Subcommittee on Education

The 62nd Session of the Montana Legislature

January 2011

Education and Local Government Interim Committee

61st Montana Legislature

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SHARED POLICY GOALS AND ACCOUNTABILITY MEASURES FOR THE MONTANA UNIVERSITY SYSTEM 2013 BIENNIUM

This document on shared policy goals and accountability measures represents a merging of the following four efforts that have involved leaders from the legislature, the executive and the university system over the past several years:

- Board of Regents strategic goals and objectives
- Shared policy goals and accountability measures developed by the Education and Local Government Interim Committee (ELG) Subcommittee on Shared Policy Goals (formerly Joint Sub Committee on Postsecondary Education Policy and Budget)
- The Shared Leadership for a Stronger Montana Economy initiatives
- The University System campus quality measures

The shared policy goals developed collaboratively between the ELG Subcommittee and the Montana University System reflect a shared commitment to quality and to:

1. Access and affordability
2. Workforce and economic development
3. Efficiency and effectiveness

This document is nonbinding. The ELG shall review, update, approve, and renew this understanding each biennium with the Montana Board of Regents so that it may become the basis of state public policy in regard to the Montana University System.

As a statement of public policy goals for higher education in Montana, this document reflects the ELG's commitment to academic quality throughout the Montana University System such that funding a high quality postsecondary education is a critical goal of the State of Montana. This document will provide the policy direction needed to maintain a quality postsecondary education system in Montana.

The authors of this document urge that it be used by the legislature in the 2011 legislative session to frame education budget initiatives and other policy recommendations for the 2013 biennium.

MONTANA UNIVERSITY SYSTEM SHARED POLICY GOALS

WHEREAS, Article VIII, section 12, of the Montana Constitution vests in the Legislature the responsibility to ensure strict accountability of all revenue received and spent by the state, counties, cities, and towns and all other local governmental entities; and

WHEREAS, Article X, section 9, of the Montana Constitution vests in the Board of Regents of Higher Education the full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System and to supervise and coordinate other public institutions assigned to it by law; and

WHEREAS, the Montana University System has increasingly, and to positive effect, shared leadership with the Education and Local Government Interim Committee; and

WHEREAS, shared policy goals must be systematically tied to accountability measures in order to ensure timely and effective implementation of policy; and

WHEREAS, the ELG Subcommittee on Shared Policy Goals and the Montana Board of Regents have identified statewide public postsecondary education policy goals and accountability measures with the input and feedback of the Montana University System;

This UNDERSTANDING crafted by the Education and Local Government Interim Committee and the Montana University System, identifies the statewide public postsecondary education policy goals and related accountability measures (see Table 1 and attached Board of Regents Strategic Plan) that will be used as a policy goal setting and assessment tool for policymakers, the university system, and the public in evaluating the achievement of the policy goals; and that will be used as a guide to drive decision packages and funding mechanisms for the state funding that is appropriated to the Montana University System by the Montana State Legislature.

Furthermore:

1. The Montana University System shall prepare a Shared Policy Goals and Accountability Measures Report presenting appropriate and current data for these goals and accountability measure in an easy-to-read format.
2. This report shall be presented to the House and Senate Education Committees and the Joint Appropriations Subcommittee on Education by the 10th legislative day of the 62nd Legislature (2011 legislative session).
3. This report shall be posted to the Board of Regents, Office of the Commissioner of Higher Education, and Education and Local Government Interim Committee websites by January 1 each odd-numbered year..

Table 1 -- Shared Policy Goals and Accountability Measures for the Montana University System

Shared Goal I:

Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System.

Goals	Objectives	Measures
1.1 Prepare students for success in life through quality higher education	1. Improve postsecondary education participation rates 2. Increase retention rates within the MUS 3. Increase completion rates within the MUS	• College continuation rates • Freshmen retention rates • Graduation rates
1.2 Make higher education more affordable by offering more need-based aid and scholarships	1. Reduce the amount of unmet student need for financial aid 2. Increase the percentage of students who receive financial aid or scholarships 3. Increase the average aid/scholarship award amount	• Unmet need of students receiving Pell grants • % of 1st-time, full-time students receiving aid • Average aid awarded to 1st-time, full-time students
1.3 Promote postsecondary education affordability	1. Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels 2. Decrease tuition as a percentage of median household income	• State support for higher education per capita and per $1,000 of personal income • Ratio of tuition and fees to median household income
1.4 Work collaboratively with the K-12 system to increase high school academic preparedness, completion, and concurrent enrollment programs	1. Expand outreach to at-risk and disadvantaged students as to the importance and accessibility of postsecondary education and the quality of the MUS 2. Expand outreach to top academic achievers graduating from Montana high schools 3. Increase dual enrollment and advanced placement	• At-risk and disadvantaged student enrollment • % of entering students with ACT scores in the top quartile • # of MT high school students taking AP exams and college courses
1.5 Increase enrollment of traditional and non-traditional students	1. Increase enrollment in two-year programs 2. Increase programs and classes for non-traditional students, including evening and weekend programs	• Enrollment at two-year institutions • Enrollment of non-traditional students (students 25 years and older)
1.6 Improve distance learning by coordinating online delivery of education across the entire Montana University System	1. Increase student enrollment in online courses 2. Increase the number of online courses and degrees 3. Increase the number of workforce development degree programs and certificates offered	• Enrollment in distance learning courses • Number of distance learning courses offered at two-year and four-year colleges

Shared Goal II:

Assist in the expansion and improvement of the state's economy through the development of high value jobs and the diversification of the economic base.

Goals	Objectives	Measures
2.1 Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields	1. Increase employer satisfaction with graduates 2. Increase degrees and certificates awarded in high demand occupational fields 3. Increase job placement rates 4. Increase the number of degrees and certificates conferred in two-year programs	• Program level employer satisfaction surveys • # of degrees and certificates awarded in health-care and construction • # of graduates finding employment in MT in health-care and construction • # of associate degrees and certificates awarded

2.2 Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs	1. Increase research and development receipts and expenditures 2. Increase technology licenses with Montana businesses	• MUS research and development expenditures • MUS technology transfer activity
PROPOSED 2.3 Expand graduate education capacity and opportunities in order to increase educational attainment of Montanans, fuel economic development, grow the research and development enterprise, and contribute to the cultural and social fabric of Montana and the region	1. Increase the number and percentage of graduate students in the Montana University System 2. Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields	• Graduate student enrollment • Graduate degrees awarded (per 100 grad student FTE, number and percent in STEM)

Shared Goal III:

Improve institutional and system efficiency and effectiveness.

Goals	Objectives	Measures
3.1 Improve accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse	BOR Strategic Initiatives 1. Develop an integrated information system 2. Continue to develop and improve the MUS education network 3. Maintain and work to improve a system-wide data warehouse	(progress on System Initiatives, 2010) • Comm. College Banner Integration, Data Standardization Project, Northern Tier Network, K-20 Data Linkage
3.2 Deliver efficient and coordinated services	1. Expenditures per student relative to peer institutions and history 2. Percent of expenditures in instruction, research, public service, academic support, student services, institutional support, plant O&M, and scholarships 3. Improve articulation and transferability among all two- and 4-year institutions including community colleges and tribal colleges	• Total revenue per student FTE (MT, WICHE Regional Peers) • MUS expenditures by category • Status of common course numbering initiative
3.3 Biennial review/update of the budget allocation model consistent with state and system policy goals and objectives	1. Focus on financing for the state system, not only funding for the individual campuses 2. Be transparent as to the policy choices of the Regents, Legislature, and executive branch 3. Provide a framework for dealing with allocations to institutions, tuition revenues, financial aid, and mandatory fee waivers 4. Have a specific fund dedicated to furthering Regents' priorities 5. Protect institutional viability by moderating the short-term effects of enrollment changes 6. Provide incentives for institutions to collaborate as a system 7. Ensure equity of funding among all institutions 8. Maintain an adequate base of funding and education quality for all institutions 9. Maintain a differential between 2-year and 4-year tuition	(progress on System Initiatives, 2010) • Allocation Model Review: the present "base plus" allocation model requires a comprehensive review/update. System goals, Regents' priorities, enrollment changes, performance/ outcomes and incentive funding are a few of the critical issues requiring study and analysis, as we move toward a revised allocation model.

The signatures below denote that the signatories fully participated in and support the shared policy goals and accountability measures cited herein.
This document expires June 30, 2013.
Dated this 17th day of August 2010.

Representative Wanda Grinde, Chair
Education and Local Government
Committee

Clayton Christian, Chair
Board of Regents

Senator Kelly Gebhardt, Vice Chair
Education and Local Government
Committee

Sheila Stearns, Commissioner
Commissioner of Higher Education

Representative Bob Lake, Chair
ELG Subcommittee on Shared Policy
Goals

Education and Local Government Interim Committee

61st Montana Legislature

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JEREMY GERSOVITZ, Staff Attorney
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SHARED POLICY GOALS AND ACCOUNTABILITY MEASURES FOR THE K-20 PUBLIC EDUCATION SYSTEM 2013 BIENNIUM

This document on shared policy goals and accountability measures represents a merging of the following efforts that have involved leaders from the legislature, the executive, the K-12 education system and the university system during the 2011 interim:

- Board of Regents strategic goals and objectives
- Board of Public Education strategic goals and objectives
- Superintendent of Public Instruction strategic goals and objectives
- Shared policy goals and accountability measures developed by the Education and Local Government Interim Committee (ELG) Subcommittee on Shared Policy Goals

The shared policy goals developed collaboratively between the ELG Subcommittee and the state education agencies reflect a shared commitment to:

1. Aligning high school outcomes with college readiness expectations to facilitate the transition from high school to college
2. Increasing college participation of Montana high school graduates
3. Expanding distance learning opportunities
4. Utilizing K-20 data to improve student access and achievement

This document is nonbinding. The ELG shall review, update, approve, and renew this understanding each biennium with the Montana Board of Regents, the Office of the Commissioner of Higher Education, the Board of Public Education, and the Superintendent of Public Instruction so that it may become the basis of state public policy in regard to the K-20 education system.

As a statement of public policy goals for public education in Montana, this document reflects the ELG's commitment to a basic system of free quality public elementary and secondary schools and to academic quality throughout the Montana University System such that funding a high quality public K-20 education system is a critical goal of the State of Montana. This document, in conjunction with the definition of a basic system of free quality public elementary and secondary

schools established in section 20-9-309, MCA, will provide the policy direction needed to maintain a quality public K-20 education system in Montana.

The authors of this document urge that it, along with 20-9-309, MCA, be used by the legislature in the 2011 legislative session to frame education budget initiatives and other policy recommendations for the 2013 biennium.

Table 1
K-20 Shared Policy Goals, Objectives, and Accountability Measures
2013 Biennium

Shared Policy Goal	Objectives	Accountability Measure
1. Align high school outcomes with college readiness expectations to facilitate the transition from high school to college	1.0 Decrease remediation rates of freshman entering the Montana University System from Montana public high schools	Remediation rates of freshman entering the Montana University System from Montana public high schools steadily decrease. [Measure -- 5 year trend data]
2. Increase college participation of Montana high school graduates	1.0 Increase the percentage of Montana high school graduates who participate in accredited postsecondary education	Increase the percentage of Montana high school graduates enrolling in college. --All postsecondary --All Montana postsecondary --MUS [Measure -- 5 year trend data]
3. Expand distance learning opportunities	1.0 Create easy access to distance learning opportunities through the development of a virtual academy and through improvements to current virtual college capabilities	Increase the percentage of Montana high school students who participate in distance learning --Higher Ed baseline distance learning enrollment currently available. --High School baseline distance learning enrollment not currently available, but will be collected starting Fall 2010 [Measure -- 5 year trend data]
4. Utilize K-20 data to improve student access and achievement	1.0 Link K-12 and Higher Education data systems	By June 30, 2013, the electronic link between MUS data and OPI data will be established.

K-20 SHARED POLICY GOALS

WHEREAS, Article VIII, section 12, of the Montana Constitution vests in the Legislature the responsibility to ensure strict accountability of all revenue received and spent by the state, counties, cities, and towns and all other local governmental entities, and Article X, section 1, requires the Legislature to fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system; and

WHEREAS, Article X, section 9, of the Montana Constitution vests in the Board of Regents of Higher Education the full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System and to supervise and coordinate other public institutions assigned to it by law; and

WHEREAS, Article X, section 9, of the Montana Constitution states that the Board of Public Education shall exercise general supervision over the public school system; and

WHEREAS, section 20-3-106, MCA, grants supervision of certain aspects of the public schools and districts of the state to the Superintendent of Public Instruction; and

WHEREAS, Article X, section 8, of the Montana Constitution states that the elected board of trustees in each school district shall exercise supervision and control of schools in the district; and

WHEREAS, economic challenges facing the state require prioritizing a K-20 education system that serves economic development and job creation; and

WHEREAS, agencies of the education community have increasingly, and to positive effect, shared leadership with the Education and Local Government Interim Committee; and

WHEREAS, an understanding of shared policy goals and accountability measures for the entire K-20 public education system, shared by the Board of Regents, Commissioner of Higher Education, Superintendent of Public Instruction, Board of Public Education, and Education and Local Government Interim Committee, would represent an important advance in interagency cooperation and in the quality of education policymaking; and

WHEREAS, shared policy goals must be systematically tied to accountability measures in order to ensure timely and effective implementation of policy; and

WHEREAS, the ELG Subcommittee on Shared Policy Goals, comprised of four legislators and representatives from the Board of Regents, the Board of Public Education, the Office of Public Instruction, and the Office of the Commissioner of Higher Education, has identified statewide public education policy goals and accountability measures for the K-20 public education system, with the collaboration of the state education agencies;

This UNDERSTANDING crafted by the Education and Local Government Interim Committee and the Board of Regents, the Board of Public Education, the Office of Public Instruction, and the Office of the Commissioner of Higher Education, identifies the statewide public education policy goals and related accountability measures (see Table 1) that will be used as a policy goal setting and assessment tool for policymakers, the state education boards and agencies, and the general public in evaluating the achievement of the policy goals; and that will be used, in conjunction with 20-9-309, MCA, as a guide to drive decision packages and funding mechanisms for the state funding that is appropriated to the K-20 public education system by the Montana State Legislature.

Furthermore:

1. The Office of the Commissioner of Higher Education and the Office of Public Instruction shall prepare a Shared Policy Goals and Accountability Measures Report presenting appropriate and current data for these goals and accountability measure in an easy-to-read format.
2. This report shall be presented to the House and Senate Education Committees and the Joint Appropriations Subcommittee on Education by the 10th legislative day of the 62nd Legislature (2011 legislative session).
3. This report shall be posted to the Board of Regents, Office of the Commissioner of Higher Education, Board of Public Education, and Office of Public Instruction, and the Education and Local Government Interim Committee websites by January 1 of each odd-numbered year.

The signatures below denote that the signatories fully participated in and support the shared policy goals and accountability measures cited herein.
This document expires June 30, 2013.
Dated this 17th day of August 2010.

Representative Wanda Grinde, Chair
Education and Local Government Committee

Christian Clayton, Chair
Board of Regents

Senator Kelly Gebhardt, Vice Chair
Education and Local Government Committee

Sheila Stearns, Commissioner
Commissioner of Higher Education

Representative Bob Lake, Chair
ELG Shared Policy Goals Subcommittee

Patty Myers, Chair
Board of Public Education

Denise Juneau, Superintendent
Office of Public Instruction

Montana University System

Board of Regents'

MUS Strategic Plan 2011

Approved: July 2006
Updated: December 2010

Found on-line at:
http://mus.edu/data/strategic_plan.asp

MONTANA UNIVERSITY SYSTEM

Strategic Plan 2011

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MONTANA UNIVERSITY SYSTEM
Strategic Plan 2011

INTRODUCTION

The Montana University System Strategic Plan is the primary planning document of the Board o Regents. The Plan sets forth an agenda for higher education in Montana by delineating the strategic direc ions, goals, and objectives that guide the Montana University System (MUS).

History

In July 2006, after several years of study, public dialogue, and internal deliberations, the Board o Regents approved the Strategic Plan. Since then, updates have occurred annually, including revisions to : trategic initiatives as well as a refreshing of the data within each goal.

The development of the Strategic Plan began with two primary initiatives. The first was to work more closely with the interim legislature to develop a set of mutually agreed upon accountability measures tha would guide the MUS and evaluate progress. Working with the Postsecondary Education Policy and Budget PEPB) subcommittee of the 57th Legislature, the Board of Regents did develop this set of accountabilit measures in July 2002. Subsequently, the PEPB subcommittee has updated the accountability measures. Th s latest set of agreed-upon measures evolved into "shared policy goals" and work to form one base for this str ıtegic plan.

The second initiative was to work with the PEPB Subcommittee to explore new ways for the M JS take a more direct leadership role in the state's economic development. This overall effort, called "Sha ed Leadership for a Stronger Montana Economy", engaged a broad range of Montanans to prioriti e specific initiatives that would help establish a new role for the MUS in strengthening the state's economy The Governor's Office and several legislative interim committees were included in the effort. In July 2004, the Board of Regents and the PEPB subcommittee met jointly and agreed on three priority initiative s for immediate implementation:

- Develop stronger business-university system partnerships for workforce training;
- Remove barriers to access for postsecondary education; and
- Expand distance learning programs and training.

Goals

The Strategic Plan is comprised of three primary goals that contain a series of sub-goal statemen s and objectives within each area.

Goal 1: Access & Affordability
Increase the overall educational attainment of Montanans through increased participatic ı, retention and completion rates in the Montana University System

Goal 2: Workforce & Economic Development
Assist in the expansion and improvement of the state's economy through the developm nt of high value jobs and the diversification of the economic base

Goal 3: Efficiency & Effectiveness
Improve institutional and system efficiency and effectiveness

Maintaining the high quality of our institutions and the education provided to our students is no listed as an explicit goal. This is because it is THE MOST IMPORTANT consideration for every goal and initiative of the Montana University System and is considered to be an integral part of every component of t is strategic plan.

MUS Strategic Plan

Guiding Principles

The Regents' Workgroup on Reform and Reinvention recommended the following improvements to the MUS planning process.

Planning Process

The Board of Regents is committed to a biennial planning and review process that includes a broad array of University System stakeholders.

At the beginning of each biennium the MUS will hold a comprehensive planning meeting with representatives from MUS constituencies throughout the state. The goal of the meeting is to conduct a biennial review and update to the MUS Strategic Plan, including:

- review of key outcome measures and performance indicators;
- revisions and updates to strategic goals; and
- development and review of strategic initiatives

In order to provide a dynamic and effective strategic plan, the Board of Regents subscribes to the following Guiding Principles for the on-going development and review of the MUS Strategic Plan.

Systematic
The planning and review cycle for the MUS Strategic Plan will take place over the course of a biennium, whereby the Plan is assessed, reviewed, and updated at the beginning of each biennium.

Accountable
Outcomes and measurements of the strategic goals will be made public and communicated on a regular basis.

Inclusive
The planning and review process will seek to include a broad array of stakeholders from throughout the state.

Flexible
The MUS Strategic Plan is intended to be a flexible document that can adapt to the changing environment within higher education and throughout the state/nation.

Campus Connected
Campus strategic plans will be connected to the broader strategic goals in the MUS Strategic Plan.

Statewide Focus
The planning process will include a statewide focus on advancing higher education throughout the entire state.

National Context
National trends and initiatives will be considered throughout the planning process and aid in the development of strategies and initiatives.

2013 Biennial Planning Timeline

July 2011 – MUS Planning Meeting (assess, review and update)

Sept 2011 – Board of Regents approval of operating budgets

July 2012 – Annual update to outcome measurements (posted to web)

Sept 2012 – Dec 2012 – Communication and advocacy campaign related to MUS Strategic Plan

MUS Strategic Plan

College Participation

- **Two-Year College Initiative:** increase access and participation at two-year institutions by improving online access, growing dual enrollment opportunities, customizing programs for nontraditional students, and promoting two-year education as a low-cost, viable entry point to high-demand occupations and/or to four-year degrees.

- **Access to Success (A2S):** collaborative effort among states aimed at increasing the participation and success of low income students and students from ethnic/racial groups.

- **GEAR-UP** (Gaining Early Awareness & Readiness for Undergraduate Programs): a six-year federal grant awarded to Montana in 2005. This initiative encourages and supports students to set high academic expectations, stay in school, study hard and take appropriate courses to prepare them for college-level studies.

- **Faculty & Staff Recruitment and Retention Efforts:** the MUS will continue to involve faculty and staff in comparative analysis and development of recommendations for improving recruitment and retention.

Goal Statement

Prepare students for success in life through quality higher education

Objective 1.1.1

Improve postsecondary education participation rates, with particular attention to Montana residents in MUS institutions

Metric 1.1.1

Montana College Continuation Rate

Percentage of Montana High School Graduates Enrolling in College in the Fall Semester Immediately Following Graduation

College Continuation Rates	1994	1996	1998	2000	2002	2004	2006	2008	(goal) 2010
# of MT High School Graduates (public & private)	10,009	10,594	11,035	11,372	11,075	11,1[illegible]	10,838	11,202	10,794
MT Continuation Rate % of MT Grads Enrolling in College	55%	55%	57%	54%	55%	5[illegible]%	57%	56%	
WICHE Continuation Rate % of Grads in WICHE states enrolling in College	52%	53%	50%	49%	49%	5[illegible]%	56%	55%	

In-state vs. Out-of-state Continuation Rates	1994	1996	1998	2000	2002	2004	2006	2008	2010
% of MT Grads Enrolling In-state -- MUS	35%	35%	36%	35%	35%	3[illegible]%	38%	38%	43%
% of MT Grads Enrolling In-state (Private or Tribal)	4%	4%	5%	3%	4%	[illegible]%	5%	5%	
% of MT Grads Enrolling Out-of-State	16%	16%	15%	16%	16%	1[illegible]%	14%	13%	

source: NCES, IPEDS Fall Enrollment Survey; high school graduates adjusted to equal WICHE, Knocking at the Coll[illegible]e Door 2006
Note: calculations for WICHE state exclude CA.; MUS calculations include community colleges

MUS Enrollment, FY00 - FY10

Student FTE, Fiscal Year

Student Enrollment Categories (Residency Status and Educational Level)	FY00	FY[illegible]0	%CHG 00 to 10
Resident Undergraduate	24,662	28,723	16.5%
Resident Graduate	1,937	2,499	29.0%
Total Resident	**26,599**	**31,222**	**17.4%**
Non-resident Undergraduate	5,186	5,121	-1.2%
WUE	1,065	1,778	66.9%
Non-resident Graduate	728	788	8.3%
Total Non-resident	**6,979**	**7,687**	**10.1%**
MUS Total (includes CC's)	**33,578**	**38,909**	**15.9%**

source: MUS Official Enrollment Report; note: Fiscal year enrollment is calculated by averagin[illegible] FTE from Summer and Fall semester with Spring ((summer + fall)+spring)/2

Updated: Sept 2010

MUS Strategic Plan

Retention & Completion

Goal II
Access & Affordability

System Initiatives:

- **Montana University System Writing Assessment:** improve the college readiness of high school students by raising student and teacher awareness of the qualities of college-level writing and providing students with an assessment of their writing proficiency during the junior year.
- **Two-Year College Initiative:** improve retention and graduation rates at two-year colleges by communicating consistently about college-readiness based on educational goals, emphasizing two-year degree completion and transfer, and reward retention and completion through performance-based allocations.
- **Veterans' Upward Bound:** a program designed to help military veterans refresh their academic skills so that they can successfully complete postsecondary education. Located at 15 sites statewide , this program provides educational services to over 2,000 low-income and first-generation college bound veterans. www.vubmt.com

Goal Statement

Prepare students for success in life through quality higher education

Objective 1.1.2
Increase retention rates within the Montana University System

Metric 1.1.2

Freshmen Retention Rates

Percent of 1st-time, Full-time Freshmen Returning for a Second Year of Enrollment

Institutional Type	Fall 2005 Cohort (returning Fall '06)	Fall 2006 Cohort (returning Fall '07)	Fall 2007 Cohort (returning Fall '08)	Fall 2008 Cohort (returning Fall '09)	goal Fall 2009 Cohort (returning Fall '10)
4-year Institutions					
MUS	69%	70%	69%	71%	75%
WICHE* States	74%	70%	75%	76%	
2-year Institutions					
MUS	52%	48%	47%	58%	57%
WICHE* States	58%	56%	58%	60%	

Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only, minus CA ; MUS '2-year Institutions' include comm. Colleges; source: IPEDS Fall Enrollment Survey

Objective 1.1.3
Increase graduation rates within the Montana University System

Metric 1.1.3

Graduation Rates

4-year Institutions: Percent of 1st-time, Full-time Student Earning Bachelor's Degrees within 6 Years
2-year Institutions: Percent of 1st-time, Full-time Students Earning Associate Degrees within 3 Years and Certificates within 1.5 years

Institutional Type	Graduating Classes 2000-01	2005-06	2006-07	2007-08	2008-09	goal 2009-10
4-year Colleges						
MUS	41%	42%	41%	41%	44%	45%
WICHE States	47%	50%	49%	51%	52%	
2-year Colleges						
MUS*	37%	32%	31%	32%	24%	40%
WICHE States	25%	25%	24%	23%	22%	

source: IPEDS Graduation Rate Survey
*includes both integrated 2-year programs at MSU-Northern and UM-Western, as well as MUS community colleges
Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only (minus CA)

Updated: Sept 2010

MUS Strategic Plan

Financial Aid

Goal 1: Access & Affordability

State Funded Need-Based Aid Programs

Montana Tuition Assistance Program (MTAP) – Higher Grants

- Program consists of State and Federal (SLEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- SLEAP program requires minimum of $2 state match for every $1 Federal

Montana Higher Education Grant (MHEG)

- Program consists of State and Federal (LEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- LEAP program requires minimum of $1 state match for every $1 Federal.

State Work Study

- Allocations based on FTE (adjustments made depending on campuses ability to use funds)
- MUS and Community Colleges receive funds

State SEOG Match

- Allocations based on campuses Federal SEOG allocations
- $1 State for every $3 Federal
- MUS and Community Colleges receive funds

Perkins Loan

- Allocations based on former Federal matching requirements
- UM-Missoula, MSU-Bozeman, MSU-Billings, and MT Tech receive funds

Updated: Dec 2010

Goal Statement

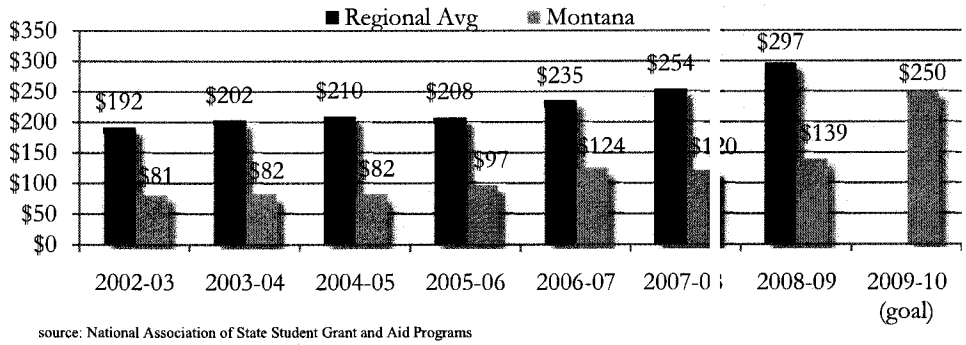
Make higher education more affordable by offering more need-based financial aid and scholarships

Objective 1.2.1
Reduce the unmet student need for financial aid (increase need-based aid)

Metric 1.2.1

State Funded Need-Based Aid per Undergraduate Student FTE

2002-03 through 2008-09



source: National Association of State Student Grant and Aid Programs

- Unmet need for student financial aid at UM and MSU in 2008-09 exceeded $77 million, up from $70 million in 2006-07.

Objective 1.2.2
Increase the percentage of students who receive grant and scholarships

Metric 1.2.2

Percentage of First-time, Full-time Students Receiving Financial Aid

Academic Year	Federal Grants & Scholarships		State & Local Grants & Scholarships		Institutional Grants & Scholarships	
	MUS	Region Avg	MUS	Region Avg	MUS	Region Avg
2003-04	36%	29%	23%	22%	31%	31%
2008-09	37%	28%	18%	26%	37%	36%

source: IPEDS Student Financial Aid; note: regional average = WICHE states minus CA

Objective 1.2.3
Increase the average grant/scholarship award amount

Metric 1.2.3

Average Aid Awarded to First-time, Full-time Students

Academic Year	Federal Grants & Scholarships		State & Local Grants & Scholarships		Institutional Grants & Scholarships	
	MUS	Region Avg	MUS	Region Avg	MUS	Region Avg
2003-04	$2,983	$2,865	$1,683	$1,345	$1,837	$1,500
2008-09	$3,329	$3,758	$1,896	$2,095	$3,696	$3,357

source: IPEDS Student Financial Aid; note: regional average = WICHE states minus CA

MUS Strategic Plan

Affordability

Goal 1:
Access & Affordability

System Initiatives:

- **Tuition Cap:** Continue freeze on tuition for FY10 and FY11 at smaller four-year campuses and all two-year colleges.
- **Two-Year College Initiative - College!Now:** Increase access and participation at two-year institutions by improving online access, growing dual enrollment opportunities, customizing programs for nontraditional students, and promoting two-year education as a low-cost, viable entry point to high-demand occupations and/or to four-year degrees.

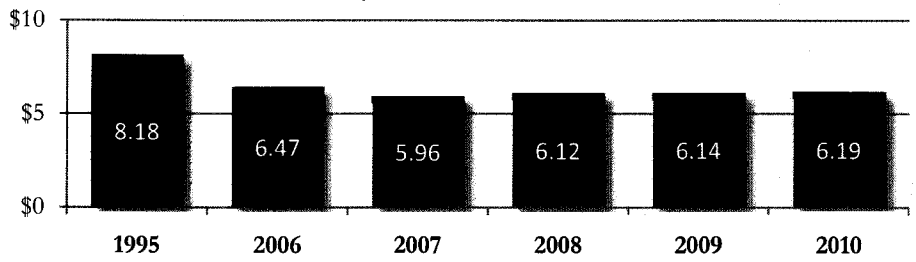
Goal Statement

Promote postsecondary education affordability

Objective 1.3.1
Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels

Metric 1.3.1

State Appropriations for Higher Education per $1,000 of Personal Income



	1995	2006	2007	2008	2009	2010
Regional Rank*	11th	11th	11th	11th	10th	9th

source: 2009 Grapevine Report; SHEEO State Higher Education Finanace Report
*rank among the 14 WICHE states (minus CA); 2010 indudes stimulus funds

Objective 1.3.2
Decrease tuition as a percentage of median household income

Metric 1.3.2

Ratio of Tuition and Fees to Median Household Income

Institutional Type	1993-94	2000-01	2005-06	2010-11
2-year Institutions				
Montana	5.0%	8.7%	8.7%	8.1%
Regional Avg.	3.4%	5.1%	5.9%	5.9%
4-year Institutions				
Montana	6.8%	8.4%	11.3%	11.6%
Regional Avg.	5.4%	6.1%	8.1%	11.0%
Doctoral Institutions				
Montana	7.6%	9.4%	13.3%	14.4%
Regional Avg.	6.2%	7.0%	9.4%	13.0%

source: WICHE
Note: Tuition and fees used in the calculation are the average resident tuition and fees for full-time undergraduates

Tuition & Fees - Academic Year Rates
Average Tuition & Fees for Full-time, Resident Undergraduates

Institutional Type	1999-00	2004-05	2009-10
2-year			
Montana (MUS average)	$2,015	$2,655	$3,208
Regional Average	$1,417	$1,812	$2,548
4-year			
Montana (MUS average)	$2,864	$4,352	$5,297
Regional Average	$2,743	$3,932	$5,679

source: IPEDS
note: Title IV, Public, 4-yr Institutions; full-time = enrollment in 12 or more credit hours

Updated: Dec 2010

MUS Strategic Plan

K-20 Collaboration

Goal 1:
Access & Affordability

System Initiatives:

- **Perkins/Tech Preps:** in collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.
- **Montana University System Writing Assessment:** improve the college-readiness of high school students by raising student and teacher awareness of the qualities of college-level writing and providing students with an assessment of their writing proficiency during the junior year.
- **Montana Education Talent Search:** offers services to ensure that students complete high school and successfully enter college or vocational school. Talent Search is one of the federal TRIO programs (Talent Search, Upward Bound, Student Support Services) funded by the U.S. Department of Education and administered by the Commissioner of Higher Education since 1979. The program director at OCHE supervises coordinators who provide educational outreach to over 1,200, primarily American Indian, students at 32 junior and senior high schools in five target areas throughout Montana.

Updated: Dec 2010

Goal Statement

Work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs

Objective 1.4.1

Expand outreach to at-risk and disadvantaged students as to the importance and accessibility of postsecondary education and the quality of the MUS

Metric 1.4.1

At-risk & Disadvantaged Student Enrollment in the MUS

% of First-time, Freshmen from Low-income Families/Under-represented Minorities

At-Risk & Disadvantaged Students	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
% of Freshmen, Under-represented Minorities	7.1%	6.8%	7.1%	8.2%	9.0%	9.2%	9.4%
% of Freshmen from Low-Income Families*	33.3%	30.6%	27.7%	29.4%	29.1%	35.9%	NA

source: MUS Data Warehouse, A2S Report, does not include CC's
*students receiving Pell grants

Objective 1.4.2

Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

Top Performing Students in the MUS

% of MT High School Graduates Entering the MUS with ACT/SAT Scores in the Top Quartile*

ACT Test Takers	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
% of Freshmen scoring in top quartile*	30%	31%	31%	31%	31%	31%	32%

*students scoring ACT>24 or SAT>1129; percent calculated out of total number of students with test scores
source: MUS High School Follow-up Report, does not include CC's

Objective 1.4.3

Increase dual enrollment and advanced placement

Metric 1.4.3

Advance Placement Testing and Early College Enrollment

# of MT High School Students Taking AP Exams and Colleges Courses

MT High School Students	2004-05 (Fall 04)	2005-06 (Fall 05)	2006-07 (Fall 06)	2007-08 (Fall 07)	2008-09 (Fall 08)	2009-10 (Fall 09)	2010-11 (Fall 10)
# taking AP Exam	2,189	2,204	2,469	2,623	2,650	2,938	NA
# enrolled in at least one college course in MUS*	376	521	515	529	686	879	720

source: College Board, State Report; MUS Data Warehouse
*freshmen early admits, admit_code = 'FE', includes FVCC (DCC & MCC not included)

MUS Strategic Plan

Two-Year Education

Goal 1:
Access & Affordability

System Initiatives:

- **Two-Year College Initiative – College!Now:** Promote two-year education as an affordable, viable portal to high-demand occupations and/or four-year degrees by bringing the comprehensive community college mission to all Montana two-year colleges; customizing programs for adults and broadening opportunities for high school students; focusing on effective remediation, degree completion and transfer; coordinating curriculum across the system, and creating the technology infrastructure that supports resource-sharing, improved access, and greater efficiency.

In Fall 2010, 27% of undergraduate students in the MUS enrolled at 2-year campuses.
(source: MUS Data Warehouse)

Nationally, 53% of all undergraduates attending public higher education institutions enrolled at 2-year colleges (MT ranks 43rd in the nation).
(source: IPEDS)

Updated: Dec 2010

Goal Statement

Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening/weekend programs, and 2-year programs

Objective 1.5.1
Increase enrollment in two-year programs

Metric 1.5.1

Student FTE, Fiscal Year Enrollment

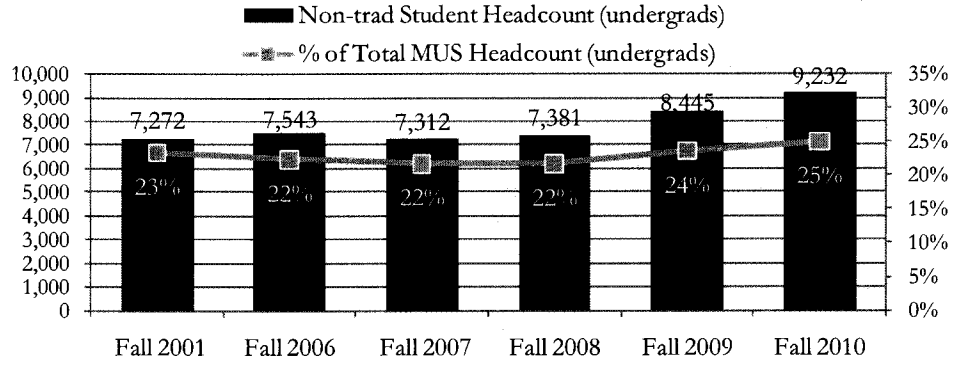
	FY00	FY09	FY10	% CHG 09 to 10	% CHG 00 to 10
Colleges of Technology					
MSU Billings COT	510	658	973	48.0%	90.9%
MSU Great Falls COT	766	1,154	1,318	14.2%	72.1%
MSU Gallatin College Programs	-	199	229	15.2%	-
UM Helena COT	704	806	1,007	25.0%	43.1%
UM Missoula COT	776	1,423	1,629	14.5%	109.9%
UM Montana Tech COT	310	331	382	15.3%	23.3%
COT Total	**3,065**	**4,570**	**5,538**	**21.2%**	**80.7%**
Community Colleges					
Dawson Community College	429	451	449	-0.6%	4.6%
Flathead Valley Community College	1,186	1,557	2,076	33.3%	75.0%
Miles Community College	465	459	486	5.8%	4.5%
Community College Total	**2,080**	**2,468**	**3,010**	**22.0%**	**44.7%**
Two-year Education Total	**5,145**	**7,037**	**8,548**	**21.5%**	**66.1%**

source: MUS Enrollment Reports

Objective 1.5.2
Increase programs and classes for non-traditional students, including evening and weekend programs

Metric 1.5.2

MUS Enrollment of Non-traditional Students (25+ yrs old)



Campus Type	Fall 2001	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	01 to 10
2-year	1,960	2,337	2,332	2,460	3,074	3,447	75.9%
4-year	5,312	5,206	4,980	4,921	5,371	5,785	8.9%

source: MUS Data Warehoue, does not include CC's

MUS Strategic Plan

Distance Learning

Goal II
Access & Affordability

System Initiatives:

MUS Distance Learning Initiative:

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

With these funds ($300,000 in 2005, $900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 90 online degrees and over 500 internet courses.

MUS.edu/online is a central location for students, faculty, and the public to find information on distance education opportunities and topics in the MUS.

MUS On-line Degree & Certificate Programs: www.mus.edu/online/Degrees/index.asp

Faculty development webinars for on-line teaching: www.mus.edu/online/webinars.asp

Updated: Dec 2010

Goal Statement

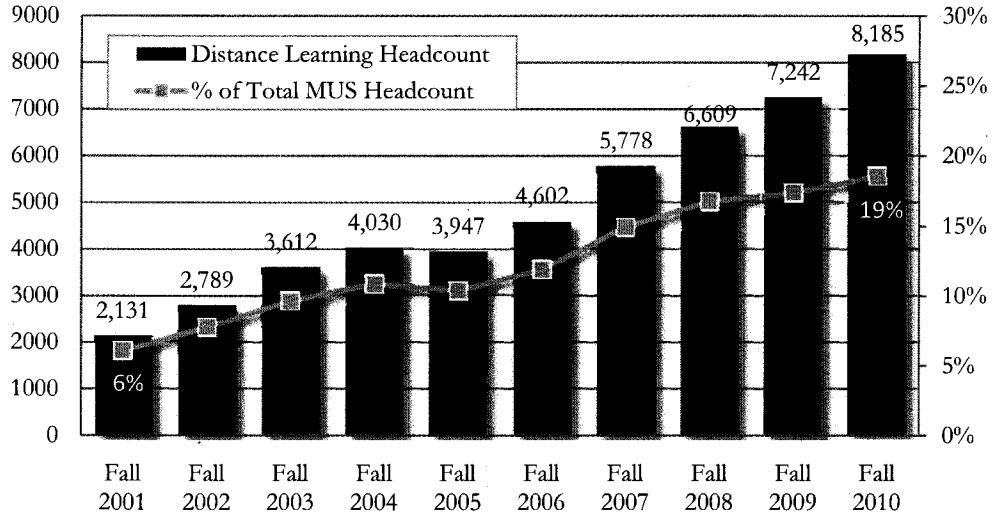
Improve distance and on-line learning by coordinating online delivery of education across the entire Montana University System

Objective 1.6.1
Increase student enrollment in online courses

Metric 1.6.1

MUS Enrollment in Distance Learning* Courses

Unduplicated Headcount - enrollment in at least one distance learning course



source: MUS Data Warehouse, does not include CC's
*courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher; source: MUS data warehouse

Objective 1.6.2
Increase the number of online courses and degrees

Metric 1.6.2

Number of Distance Learning Courses Offered

Fall 2001 - Fall 2010, Unduplicated Number of Courses Offered

MUS Campus	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
2-year	39	58	82	95	103	143	156	165	177	183
4-year	93	153	208	243	239	254	315	328	359	401
MUS Total	132	211	290	338	342	397	471	493	536	584
Annual % Chg		59.8%	37.4%	16.6%	1.2%	16.1%	18.6%	4.7%	8.7%	9.0%

source: MUS Data Warehouse, does not include CC's

MUS Strategic Plan

Workforce Development

Goal 2:
Workforce & Economic Development

System Initiatives:

- **Perkins:** Promote preparation for and entry into high-wage, high-demand careers, with particular emphasis on under-represented demographics, by building strong career/technical education programs in K-12 school districts, two-year colleges, and community-based organizations.
- **Tech Prep:** In collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.

Goal Statement

Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

Objective 2.1.1
Increase employer satisfaction with graduates

Metric 2.1.1
This metric is measured at the program level within each two-year institution. Program-level employer satisfaction surveys results are located: http://mus.edu/data/employer_satisfaction.asp

Objective 2.1.2
Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.2

Healthcare Degrees & Certificates Awarded

Degrees	1994-95	1999-00	2004-05	2005-06	2006-07	2007-08	2008-09	goals 2009-10
2-year degrees & certs.	288	313	482	517	598	515	609	740
4-year degrees & above	337	278	327	394	367	387	401	450
Total	625	591	809	911	965	902	1010	1190

source: IPEDS Completions Survey; note: data include community colleges

Construction-related Degrees & Certificates Awarded

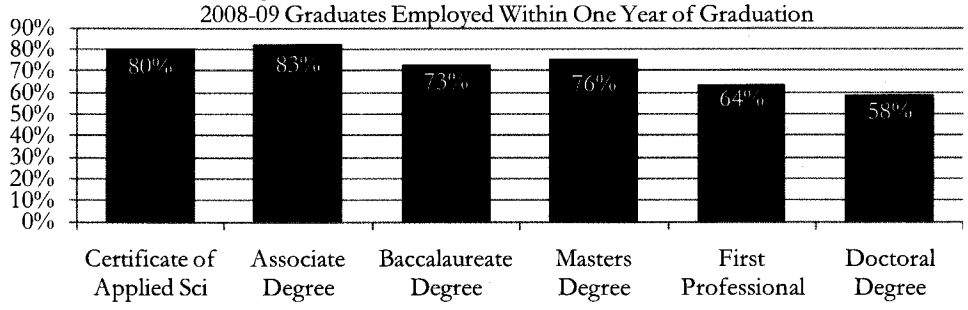
Degrees	1994-95	1999-00	2004-05	2005-06	2006-07	2007-08	2008-09	goals 2009-10
2-year degrees & certs.	151	201	212	188	202	250	262	249
4-year degrees & above	177	177	170	162	137	146	155	177
Total	328	378	382	350	339	396	417	426

source: IPEDS Completions Survey; note: data include community colleges

Objective 2.1.3
Increase job placement rates

Metric 2.1.3

Percentage of Resident Graduates Entering MT's Workforce
2008-09 Graduates Employed Within One Year of Graduation



- In 2009, 74% of resident students graduating from the MUS found employment in Montana within one year of graduation, up from 72% in 2007.

MUS Strategic Plan

Workforce Development

(Continued)

Goal 2.0
Workforce Development

System Initiatives:

- **Montana Career Information System:** In collaboration with the Student Assistance Foundation, OPI, and the Department of Labor, raise career awareness and promote career/technical education for both traditional and nontraditional students through a dynamic, online program depicting job opportunities in Montana, assessing skills and interest, and providing curriculum counseling.
- **Two-Year College Initiative:** Promote two-year education as a cost-effective, high-quality portal to high-demand, high-wage careers by establishing regional workforce response teams comprised of business and industry leaders, economic development organizations, K-12 school districts and local two-year colleges.

Goal Statement

Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

Objective 2.1.4
Increase the number of certificates and degrees conferred in 2-year programs

Metric 2.1.4

Associate Degrees Conferred

Associate of Applied Science, Associate of Arts, & Associate of Science

Institutional Type	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	goal 2009-10
Colleges of Technology[1]	674	687	764	800	772	782	837	832	883	
Community Colleges	392	408	448	511	523	497	345	355	368	
Integrated 2-year Programs[2]	145	148	188	175	166	148	139	122	129	
Total	1211	1243	1400	1486	1461	1427	1321	1309	1380	1570
% Change (annual)	-2%	3%	13%	6%	-2%	-2%	-7%	-1%	5%	

Certificates Conferred

Certificates of Applied Science

Institutional Type	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	goal 2009-10
Colleges of Technology[1]	168	127	140	122	138	167	266	281	311	
Community Colleges	18	20	36	132	54	107	49	64	72	
Integrated 2-year Programs[2]	-	-	-	-	-	2	6	9	8	
Total	186	147	176	254	192	276	321	354	391	304
% Change (annual)	-32%	-21%	20%	44%	-24%	44%	16%	10%	10%	

Notes
1) includes associate degrees conferred at MT Tech & MSUB
2) UM-Western & MSU-Northern
source: IPEDS Completions Survey

MUS Strategic Plan

Research & Development

Goal 2:
Workforce & Economic Development

System Initiatives:

Montana Science Serving Montana Citizens is a statewide science and technology plan for higher education and related enterprise in Montana. The *Plan*, developed by the MUS Science and Technology Advisory Committee (MUSSTAC), will help identify priorities for the MUS and the State of Montana in the allocation of resources to a research enterprise that has great potential to grow and flourish. http://mus.edu/research/MUSSTACbrochure.pdf

EPSCoR
Sponsored by grants from the National Science Foundation (NSF), the Experimental Program to Stimulate Competitive Research (EPSCoR) is designed to promote the development of science and technology resources across the United States. Through partnerships with universities, government, and small businesses, Montana NSF EPSCoR operates on the principle that aiding researchers and institutions in securing federal research and development funding will develop the state's research infrastructure and advance economic growth. http://www.mtnsfepscor.org/about.html

Updated: Dec 2010

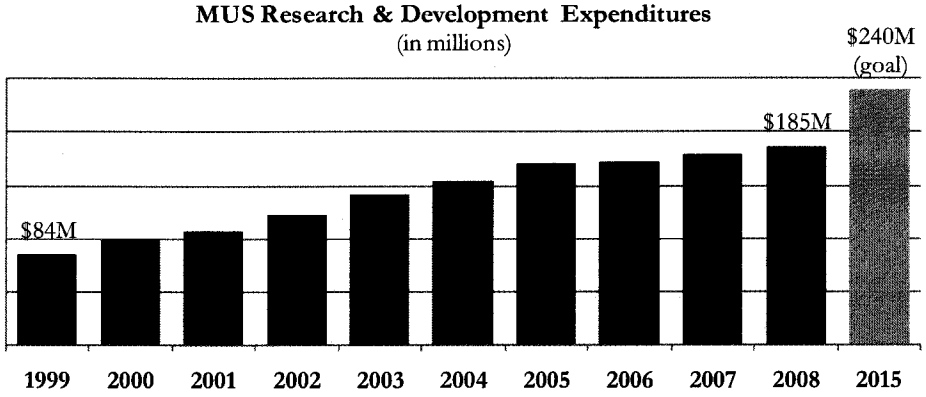
Goal Statement

Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs

Objective 2.2.1
Increase research & development receipts and expenditures

Metric 2.2.1

MUS Research & Development Expenditures
(in millions)



source: National Science Foundation (NSF)

MUS Research & Development Expenditures by Institution

Campus	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
MSU Bozeman	$103,048,865	$102,116,323	$96,150,553	$98,431,691	$109,481,694
MSU Billings	$713,093	$625,580	$818,395	$339,241	$527,330
MSU Northern		$61,337	$334,556	$434,634	$1,590,466
UM Missoula	$60,070,832	$62,119,445	$62,405,729	$67,116,785	$66,961,101
UM MT Tech	$7,842,753	$7,141,492	$7,882,940	$8,408,515	$9,656,552
MUS Total	**$171,675,543**	**$172,064,177**	**$167,592,173**	**$174,730,866**	**$188,217,143**

source: MUS Annual Research Report; Note: NSF and MUS Annual Research Report data are not directly comparable. NSF data includes state, pass through, and student support service funds that are not included in the MUS Research Report.

Objective 2.2.1
Increase technology licenses with Montana businesses

Metric 2.2.1

MUS Technology Transfer Activity

Montana University System	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Patents Issued	26	41	19	27	14
Active Licenses (Total)	133	155	176	206	215
Active Licenses (MT Companies)	83	97	106	118	121
% Licenses w/ MT Companies	62%	63%	60%	57%	56%
License/Patent Revenues	$49,949	$69,165	$221,614	$305,893	$271,330
Reimbursed Patent Costs	$169,982	$138,562	$442,630	$271,142	$211,061

source: MUS Annual Research Report

MUS Strategic Plan

Graduate Education

Goal of Workforce & Economic Development

System Initiatives

Faculty, staff and students in the Montana University System (MUS) are engaged in science and technology research and graduate education that help build Montana's economic future. The MUS research enterprise also builds partnerships with communities, businesses, and other educational entities to help align science education and research with pressing social and economic challenges.

Expanding graduate education capacity and opportunities will help grow the MUS research enterprise. The following initiatives are key to this effort:

- Improved stipends and resident tuition status to attract competitive graduate students;
- Sufficient start-up funding packages and salaries to retain and recruit competitive faculty;
- Strategic addition of graduate programs to meet workforce needs and research opportunities ; and
- Innovative partnerships and financing to build modern facilities and a competitive research infrastructure.

Updated: Dec 2010

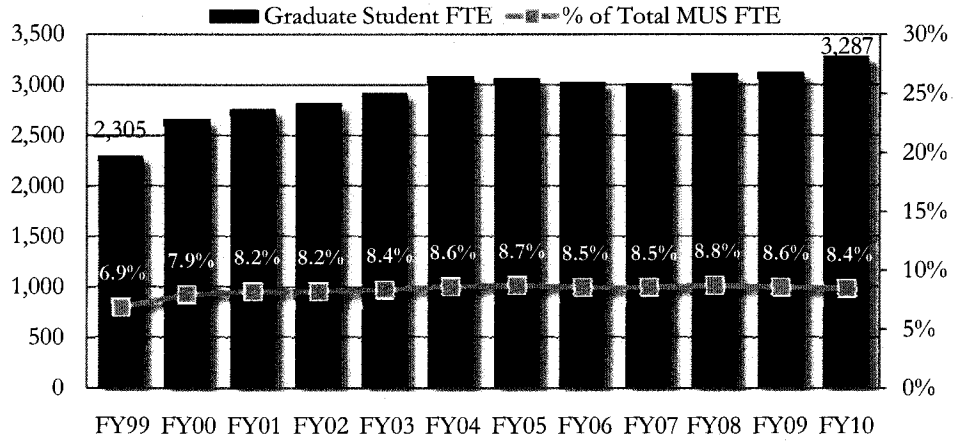
Goal Statement

Expand graduate education capacity and opportunities in order to increase educational attainment of Montanans, fuel economic development, grow the research and development enterprise, and contribute to the cultural and social fabric of Montana and the region.

Objective 2.3.1
Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1

Graduate Student Enrollment - Student FTE



Source: MUS Data Warehouse; note: graduate FTE includes students enrolled in master's, doctorate and professional programs

Regional Comparison: In Fall 2009, graduate students comprised **8.7%** of the total number of students (headcount) enrolled in higher education in Montana. In comparison, the regional average was **12.2%**, indicating that Montana's graduate educational opportunities are underutilized.

Objective 2.3.2
Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2

MUS Graduate Degrees Awarded

MUS Graduate Degrees(1)	1998-99	2005-06	2006-07	2007-08	2008-09
Graduate Degrees Awarded	978	1351	1428	1392	1447
Graduate Degrees Awarded per 100 Graduate Student FTE(2)	42.4	44.6	47.3	44.7	46.3
# of STEM Degrees Awarded(3)	329	457	491	477	485
% STEM Degrees Awarded	33.6%	33.8%	34.4%	34.3%	33.5%
% STEM (regional average)	25.2%	24.1%	24.0%	22.0%	21.8%

1) includes master's, doctoral, and professional degrees; source IPEDS

2) source: FTE from MUS Data Warehouse, degrees from IPEDS

3) STEM fields were identified by using CIP code areas of: Natural Resources and Conservation, Engineering, Computer & Information Sciences, Biological and Biomedical Sciences, Agriculture Operations and Related Sciences, Mathematics and Statistics, Physical Sciences, and Health Professions and Related Clinical Sciences

MUS Strategic Plan

Information Technology

Goal 3:
Efficiency & Effectiveness

System Initiatives:

- **CC Banner Integration:** integrate Dawson Community College and Miles Community College into University of Montana hosted instance of Banner
- **MSU Unified Information System Project:** establish a single, unified and standardized information system, based on standardized policies, procedures, data elements and calendars for all campuses and agencies of MSU
- **Northern Tier Network:** operate and maintain a state-of-the-art network which provides high speed connections between campuses, as well as connections to national research and education networks.
- **K-20 Data Linkage:** develop linkages between K-12, postsecondary, and labor information in order to produce a method for annually tracking student cohorts from high school to college to the workforce.

Goal Statement

Improve the accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse

IT Strategic Directions

In order to meet the three primary goals outlined in the Board of Regents' Strategic Plan, the Montana University System will strive to implement the following Information Technology Strategic Directions:

1. Enterprise Information Systems

Develop an integrated information system with the goal of maximizing administrative efficiencies, allowing for seamless student enrollment between campuses, and promoting consistent business practices across all institutions.

Assumptions:

- The MUS will continue to make incremental steps toward developing a single integrated information system.
- Incremental steps include, but are not limited to, the following:
  - Utilizing a single instance of the administrative information software that is hosted and managed by the main campus on each side of the system (i.e. UM and MSU host a single instance of Banner for their affiliated campuses, with the potential for including the community colleges, as well as tribal colleges).
  - Allowing for multi-institutional functionality to enable (for example): enrollments from more than one campus on students' schedules and transcripts, financial aid based on combined enrollment at more than one institution, centralized administrative services, such as, a single source for payroll generation.
  - Standardizing codes and data elements, as well as aligning business rules and practices.

2. Network Connectivity

Continue to develop and improve an education network that provides high speed telecommunication capabilities that link MUS institutions, provide connectivity to national research and education networks, and expand the reach of the MUS to remote areas of Montana.

3. Data Warehousing

Maintain and work to improve a system-wide data warehouse for the purpose of measuring the goals in Board of Regents' Strategic Plan, collecting and reporting official enrollment, developing linkages with K-12 and workforce data, and producing and monitoring the MUS Operating Budget.

MUS Strategic Plan

Efficiency

Goal 5:
Efficiency & Effectiveness

Strategic Initiatives:

- **Two-Year College Initiatives:** create efficiencies in curriculum and information enterprise systems that clarify college-readiness and improve the efficiency of the high school to college transition and that allow the system to serve more students more affordably.
- **Expenditures by Program:** expenditures for Instruction, plus Academic Support, plus Student Services should account for at least 70% of total expenditures.
- **Cost Control:** controlling educational cost growth must be a central tenet of an efficient and affordable educational system. The MUS strives to limit the growth in educational costs to the growth in CPI.

Updated: Dec 2010

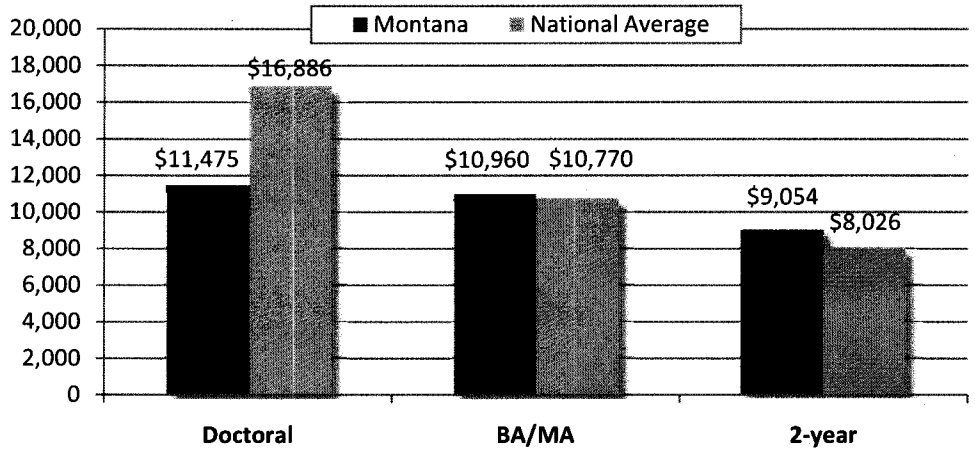
Goal Statement

Deliver efficient and coordinated services

Total Revenue per Student FTE, FY09

Public, Title IV Institutions

Revenue = State & Local Approps + Tuition



source: IPEDS

Notes: actual FTE (not IPEDS computed FTE) used to calculate MT totals, MUS integrated COT enrollment and finances included with parent campuses, DE and PA not available at Doctoral level

MUS Expenditures by Program Area

FY 1985 - 2010 actual, FY 2011 budgeted

Expenditure Program Areas	1985	1995	2005	2010	2011 (budgeted)
Instruction	53%	54%	52%	49%	49%
Research	1%	1%	1%	1%	1%
Public Service	0%	1%	1%	1%	1%
Academic Support	11%	11%	12%	12%	12%
Student Services	9%	9%	7%	8%	8%
Institutional Support	10%	9%	9%	10%	9%
Operation and Maintenance	13%	12%	12%	12%	12%
Scholarships/Fellowships/Waivers	2%	4%	7%	8%	9%
Instruction + Academic Support + Student Services	74%	74%	71%	68%	68%

source: OCHE Operating Budgets

Goal: Instruction + Academic Support + Student Services above 70%

Transferability

Goal 3:
Efficiency & Effectiveness

System Initiatives:

MUS Transferability Initiative:

The 2007 Legislature appropriated $1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

As a result, the MUS initiated a ***"common course numbering"*** process for all undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

Progress:
As of December 2010, more than 7,000 courses in 50 disciplines have gone through the Common Course Numbering process. This represents over 70% of the undergraduate courses in the MUS.

Updated: Dec 2010

Goal Statement

Deliver efficient and coordinated services.

Objective 3.3.1
Improve articulation and transferability among all 2-year and 4- year institutions, including community colleges and tribal colleges

Metric 3.3.1

MUS Transferability Initiative – Common Course Numbering

a. All undergraduate courses in the Montana University System will go through the process of common course numbering

Benchmarks:
- 12 disciplines completed by January 1, 2009
- 10 additional disciplines completed by June 30, 2009
- All disciplines completed by June 30, 2011

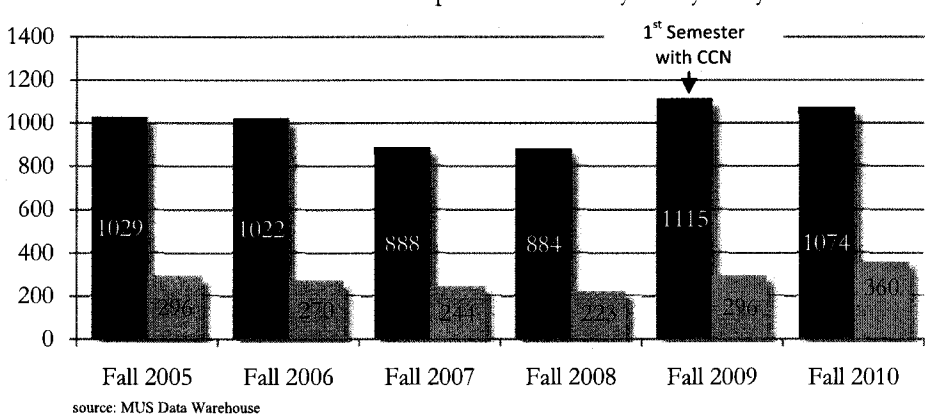
b. All courses deemed to be significantly similar must possess the same prefix, course number, title and credits; and directly transfer on a one-to-one basis

See BOR Policy 301.5.5 – Equivalent Course Identification and Numbering

c. Common course numbering will result in a transparent computerized program that demonstrates transferable courses across the university system

Benchmark:
Link to Common Course Numbering Transfer Guide

New Transfer Student Enrollment Between MUS Institutions



source: MUS Data Warehouse

➢ In Fall 2010, one year following the advent of Common Course Numbering, students transferring from 2-year to 4-year institutions increased by 22%.

Budget Allocation

Goal 3:
Efficiency & Effectiveness

System Initiatives:

- **Allocation Model Review:** the present "base plus" allocation model requires a comprehensive review/update. System goals, Regents' priorities, enrollment changes, performance/ outcomes and incentive funding are a few of the critical issues requiring study and analysis, as we move toward a revised allocation model.

Goal Statement

Biennial review/update of the budget allocation model consistent with state and system policy goals and objectives

Background

The Montana Legislature allocates the vast majority of funding for our education units in a "lump sum" that is then allocated by the Regents to the individual institutions within the system. How these funds are allocated is central to every strategic objective of the Board. In order to achieve the goals and objectives in this strategic plan, the basic funding allocation model must be continually analyzed. To be an effective tool for achieving our strategic goals, the allocation model should, at a minimum:

- Focus on financing for the state system, not only funding for the individual campuses;
- Be transparent as to the policy choices of the Regents, Legislature, and executive branch;
- Provide a framework for dealing with allocations to institutions, tuition revenues, financial aid, and mandatory fee waivers;
- Have a specific fund dedicated to furthering Regents' priorities;
- Protect institutional viability by moderating the short-term effects of enrollment changes;
- Provide incentives for institutions to collaborate as a system;
- Ensure equity of funding among all institutions;
- Maintain an adequate base of funding and education quality for all institutions;
- Maintain a differential between 2-year and 4-year tuition.

MUS Strategic Plan

Success Agenda

(Appendix A)

Regents' Workgroup on Reform and Reinvention

In August of 2008 the Board of Regents designated a subcommittee of regents, along with six citizen advisors to serve as a workgroup to address topics related to reinventing and reforming the Montana University System.

Working throughout 2009 and 2010, the Workgroup focused its attention on providing guidance and recommendations related to the MUS 2-year Education Initiative (College!Now), mission differentiation, performance-based funding, system integration, and the MUS planning process.

Recommendations

Upon completion of their work, the Regents' Workgroup recommends that the Board of Regents adopt a "Success Agenda" in order to increase educational attainment of Montanans and provide and efficient and effective system of higher education.

Additionally, the Regents' Workgroup recommends that the Board of Regents include a set of *Guiding Principles for Strategic Planning* in the MUS Strategic Plan.

In order to increase the overall educational attainment of Montanans and provide an efficient and effective system of higher education, the Board of Regents adopted a *Success Agenda* to augment the Strategic Plan and help guide the Montana University System.

1. **Institutional Role Differentiation**
   - Define distinct roles for the primary components of the MUS (Doctoral Research Universities, Baccalaureate/Masters Universities, Comprehensive 2-year Colleges)
   - Utilize role guidelines to serve as templates to develop policies and criteria that:
     - Sustain quality academic programs
     - Increase access AND student success
     - Guide development of new programs and research
     - Provide for efficient delivery of programs, services and overall administration
     - Emphasize collaboration with K-12
     - Target resource allocation

2. **Admission Standards**
   - Utilize multiple criteria in admissions policies to help align students with the university/college that matches their academic preparation, goals, and abilities
   - Strengthen enrollment management strategies, such as requiring more rigorous documentation of college readiness at doctoral/research universities, in order to improve student success
   - Reaffirm the open admissions concept of comprehensive 2-year colleges within Board policy to improve access and clarify differences between 2-year and 4-year (College!Now)

3. **Transferability**
   - Ensure seamless transferability between institutions through a system of common course numbering and aligned student learning outcomes
   - Develop a Board approved transfer credential (e.g. Regents Transfer Program) to improve 2-year to 4-year transfer rates and success (College!Now)

4. **Community College Programs** (College!Now)
   - Increase utilization, enrollment and degree production in community college programs by targeting:
     - Academically under-prepared
     - Pre-college students (dual enrollment)
     - Non-traditional students (25+ yrs.)
   - Clarify and promote the community college mission in Montana and role within the MUS by:
     - Rebranding the Colleges of Technology
     - Defining regional hubs with differential tuition policy, program delivery, etc.

Success Agenda (cont.)

(Appendix A)

Regents' Workgroup Members

Regents
Todd Buchanan (Chair)
Janine Pease
Lynn Hamilton

Citizen Advisors
Bob Hawks
Elsie Arntzen
Rick Hays
Clayton Schenck
Mike Halligan
Quint Nyman

5. **Need-based Financial Aid**
   - Work to develop strategies to reduce unmet student need
   - Increase the amount of need-based student aid

6. **Program and Service Alignment**
   - Align program development, expansion, and contraction with consistently assessed workforce demands
   - Focus programming to eliminate unnecessary/undesired duplication of programs by:
     - identifying institutional niches
     - utilizing distance learning, especially for collaborative approaches
     - aligning business practices and integrating technology to improve system-wide collaboration and increase student access
   - Increase investment in research and graduate programming to amplify institutional expertise and improve Montana's economy

7. **Performance-Based Funding**
   - Align targeted outcomes with institutional type through purposeful allocation of resources based on programming type
   - Associate achievement in key performance areas with aspects of funding (allocation model)
   - Define, measure, and reward success by institution

8. **Data and Information**
   - Integrate data throughout the MUS in order to:
     - Improve student access and services
     - Increase administrative efficiencies
     - Improve academic coordination
     - Produce quality data

9. **Communication & Advocacy**
   - Effectively communicate the University System's "product" to stakeholders
   - Develop a focused marketing and public relations strategy to increase support for higher education

10. **Faculty and Staff Support**
    - Provide compensation and professional development adequate for recruiting and retaining the faculty and staff necessary to achieve success
    - Provide faculty and staff a meaningful role in institutional and system decision making

MUS Strategic Plan

Financial Aid

Goal 1:
Access & Affordability

State Funded Need-based Aid Programs:

Montana Tuition Assistance Program (MTAP) – Baker Grants
- Program consists of State and Federal (SLEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- SLEAP program requires minimum of $2 state match for every $1 Federal.

Montana Higher Education Grant (MHEG)
- Program consists of State and Federal (LEAP) dollars
- Allocations based on FTE
- MUS, Community Colleges, and Tribal Colleges receive funds
- LEAP program requires minimum of $1 state match for every $1 Federal.

State Work Study
- Allocations based on FTE (adjustments made depending on campuses ability to use funds)
- MUS and Community Colleges receive funds

State SEOG Match
- Allocations based on campuses Federal SEOG allocations
- $1 State for every $3 Federal
- MUS and Community Colleges receive funds

Perkins Loan
- Allocations based on former Federal matching requirements
- UM-Missoula, MSU-Bozeman, MSU-Billings, and MT Tech receive funds

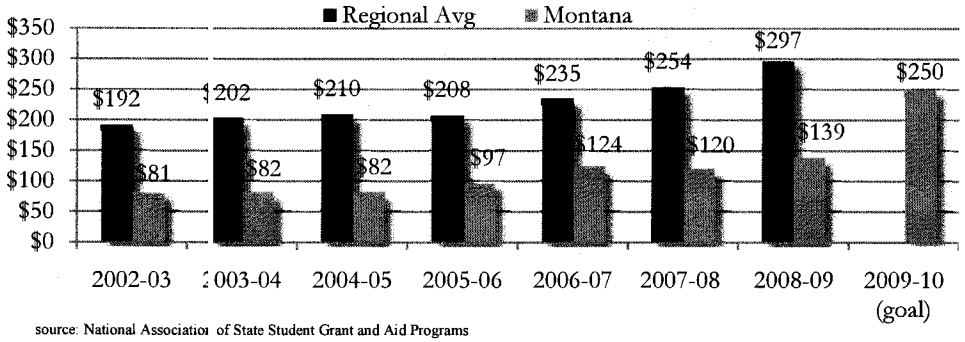
Goal Statement

Make higher education more affordable by offering more need-based financial aid and scholarships

Objective 1.2.1
Reduce the unmet student need for financial aid (increase need-based aid)

Metric 1.2.1

State Funded Need-Based Aid per Undergraduate Student FTE
2002-03 through 2008-09



source: National Association of State Student Grant and Aid Programs

- Unmet need for student financial aid at UM and MSU in 2008-09 exceeded $77 million, up from $70 million in 2006-07.

Objective 1.2.2
Increase the percentage of students who receive grant and scholarships

Metric 1.2.2

Percentage of First-time, Full-time Students Receiving Financial Aid

Academic Year	Federal Grants & Scholarships		State & Local Grants & Scholarships		Institutional Grants & Scholarships	
	MUS	Region Avg	MUS	Region Avg	MUS	Region Avg
2003-04	36%	29%	23%	22%	31%	31%
2008-09	37%	28%	18%	26%	37%	36%

source: IPEDS Student Financial Aid; note: regional average = WICHE states minus CA

Objective 1.2.3
Increase the average grant/scholarship award amount

Metric 1.2.3

Average Aid Awarded to First-time, Full-time Students

Academic Year	Federal Grants & Scholarships		State & Local Grants & Scholarships		Institutional Grants & Scholarships	
	MUS	Region Avg	MUS	Region Avg	MUS	Region Avg
2003-04	$2,983	$2,865	$1,683	$1,345	$1,837	$1,500
2008-09	$3,329	$3,758	$1,896	$2,095	$3,696	$3,357

source: IPEDS Student Financial Aid; note: regional average = WICHE states minus CA

Updated: Dec 2010

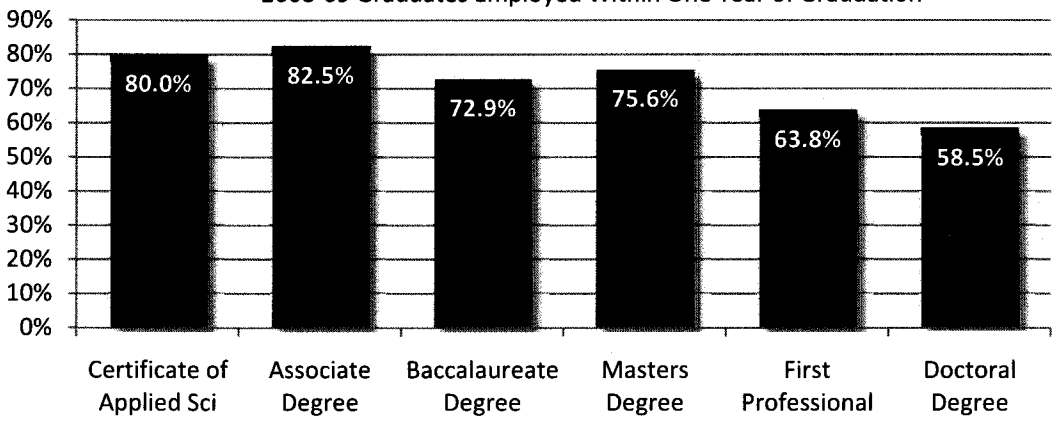
Montana University System

Workforce Development

MEASURE Percentage of MUS graduates finding employment in Montana by degree type

Percentage of Resident Graduates Entering Montana's Workforce

2008-09 Graduates Employed Within One Year of Graduation



- 74% of resident students graduating from the MUS found employment in Montana within one year of graduation (2008-09 graduating cohort).

Average Salaries

Average Salaries of MUS Graduates Employed in Montana by Degree Type

(2008-09 graduates employed in all 4 quarters of 2009/2010 UI Wage Records)

Degree/Award	Average Salary	# Employed
Certificate of Applied Science	$22,303	133
Associate's Degree	$29,098	641
Bachelor's Degree	$25,760	1,883
Master's Degree	$39,308	478
First Professional	$54,834	68
Doctoral Degree	$46,712	33
Total	**$29,105**	**3,236**

- Of the 641 associate degree recipients employed from the 2008-09 graduating cohort, 116 were employed in a healthcare profession (registered nurse, respiratory care, or EMT), earning an average salary $42,000 per year.
- System-wide, majors in 4-year degree programs that produced some of the most employment were:
  - ***business related majors*** -- 267 entered the MT workforce at an average salary of $29,000 per year
  - ***registered nurses*** – 139 entered the MT workforce at an average salary of $46,000 per year
  - ***engineers*** – 107 entered the MT workforce at an average of $36,000
  - ***teachers*** (and related majors) – 249 employed at elementary and secondary schools in MT at an average of $26,000 per year

Data Source: MUS Data Warehouse; MT Dept. of Labor & Industry; In 2007, the Montana University System finalized a memorandum of understanding with the MT Department of Labor and Industry which allows the MUS to track the labor force outcomes for recent graduates. Nearly all employed Montanans are identified in the Department of Labor's Unemployment Insurance records. Using these records, we can ascertain how many of our graduates obtain work in Montana and what wages they receive.

MUS Healthcare Graduates

In 2008-09, the MUS produced 871 graduates in healthcare fields, accounting for 12% of the total graduates in the System (2nd most to Business/Acct/Marketing at 14%).

92% of the healthcare graduates were Montana residents. Of those graduates, 81% found employment in Montana within one year of graduation.

The average salary of healthcare graduates (regardless of degree level) was $39,400, 35% higher than the average MUS graduate.

Average Salaries of 2008-09 MUS Graduates

Pharmacy	$97,919
Health Admin	$63,056
Physical Therapy	$46,265
Registered Nurse	$45,810
Dental Hygiene	$43,012
Respiratory Care	$38,900
Health Care Info	$37,822
Paramedic (EMT)	$37,704
Industrial Hygiene	$32,241
Mental Health Coun.	$30,947
Surgical Technology	$30,819
Physical Thrpy Asst.	$30,740
Radiologic Tech	$29,787
Practical Nurse	$27,396
Med Coding	$27,217
Medical Transcript.	$25,946
Health Info Tech	$25,913
Pharmacy Tech	$21,484
Medical Asst.	$21,004
Dental Assistant	$19,641

Montana University System

Distance Learning

MUS Distance Learning Initiative

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

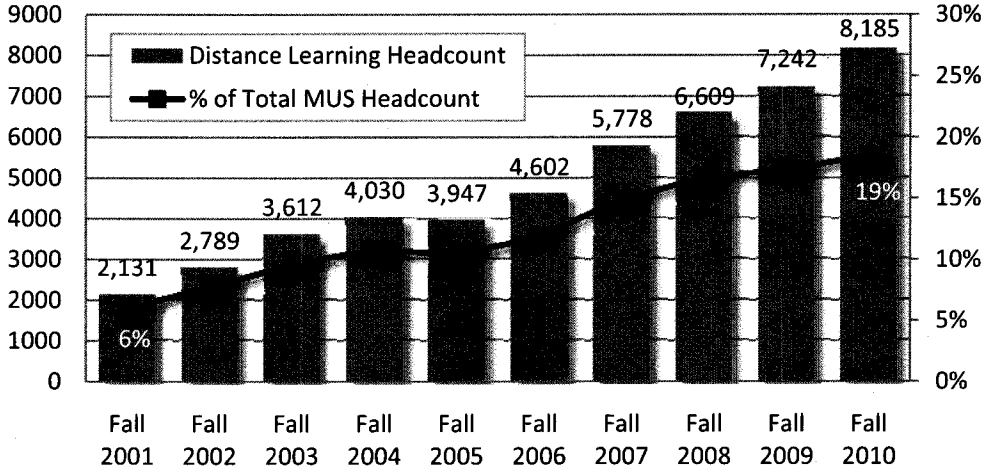
With these funds ($300,000 in 2005, $900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 90 on-line academic programs and over 700 internet courses.

Major Accomplishments

- Developed website for single point of access to on-line courses across the system
- Centralized advertising efforts for on-line courses and programs
- Adopted common learning management systems for all MSU campuses/and for all UM campuses
- Instituted system-wide strategic planning and assessment of distance learning efforts
- Eliminated on-campus fees for "solely" on-line students

MEASURE Enrollment growth of students receiving instruction via distance learning* (does not include community colleges)

MUS Enrollment in Distance Learning* Courses
Unduplicated Headcount



*courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher; source: MUS data warehouse

- Between Fall 2001 and Fall 2010, unduplicated headcount of MUS students enrolled in at least one distance learning course increased by more than 6,000 students (280% increase).
- In Fall 2010, 19% of MUS students enrolled in at least one distance learning course; 20% is the national average. (source: Sloan Consortium).

Fall 2010 Highlights

- 2,333 students enrolled "solely" on-line (i.e. all of their course enrollments are on-line), making up 29% of the total on-line enrollment in Fall 2010.
  - 75% of these students are consider non-traditional (25 years or older)
  - 23% are enrolled in 12 or more credits
- The MUS offers 98 academic programs that are delivered 80% or more online. (including CC's)
  - 23 certificate of applied science programs
  - 29 two year degree programs
  - 10 undergraduate degree programs, BS or BA
  - 18 graduate degree programs, masters & doctoral
  - 18 professional certificate programs and endorsements
- Six of the on-line degree programs are offered in collaboration among two or more MUS campuses, and one is offered as a collaborative degree program with eight other states. The new on-line Health Information Technology program will provide four more collaborative offerings in 2011.

Montana University System

Educational Attainment

MUS STRATEGIES

College attainment rates are rising in almost every industrialized county in the world, except for the United States.

Montana must do its part to help ensure the U.S. remains competitive.

CollegeINow

The following are broad strategies designed to help Montana increase degree attainment.

Increase utilization of two-year colleges

- Less than ¼ of MUS students take advantage of lower cost 2-year colleges

Target non-traditional students

- 127,000 working age adults in Montana have some college credit, but no degree

Ensure ease of student transferability

- To increase transparency and ease of transfer, a common course numbering system is being implemented

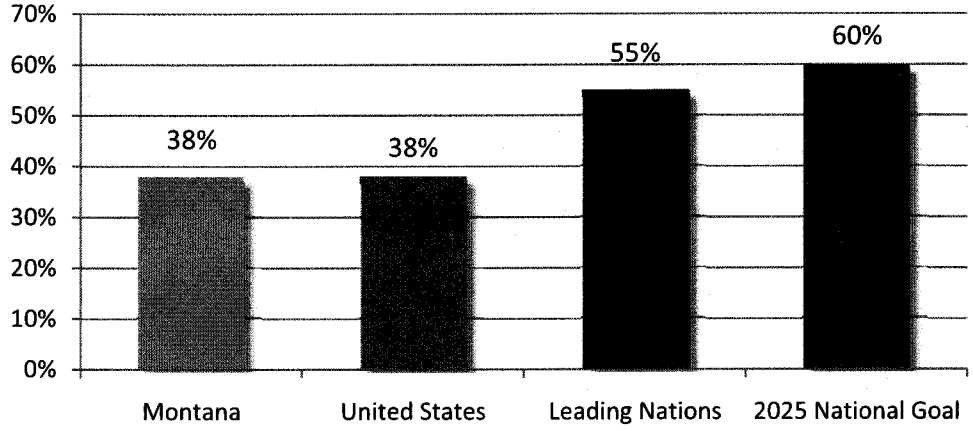
Expand early college access

- Develop a virtual community college to give high school students a running start at higher education

MEASURE Percentage of population (ages 25 to 64 years of age) with an associate's degree or higher

Degree Attainment, 2008

Percent of Population with Associate's Degree or Higher, Ages 25-64



source: 2008 US Census data

- Montana, as well as the entire United States, trails behind leading nations in the percentage of young adults with a higher education credential.
- Educational leaders, including the Lumina Foundation, have set a national goal to increase the percentage of degree holders from 38% to 60% by the year 2025.

Degree Production in the MUS

MUS Degrees & Certificates Awarded, 2002-2010

Degree/Certificate Type	Academic Years*								
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Certificate of Applied Sci.	123	147	101	137	173	234	244	258	250
Associate Degree	841	962	915	961	991	985	972	984	1103
Baccalaureate Degree	4894	4791	4912	4801	4809	4617	4554	4662	4672
Masters Degree	963	987	1050	1107	1128	1061	1007	1086	1059
Doctoral Degree	78	80	82	103	97	90	98	106	97
First Professional Degree	72	85	114	146	165	165	172	170	216
Total	**6971**	**7052**	**7174**	**7255**	**7363**	**7152**	**7047**	**7266**	**7397**
Annual Growth		81	122	81	108	-211	-105	219	131

source: MUS Data Warehouse

- If Montana continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 46.5 percent in 2025.
- By increasing production by 826 degree recipients each year between now and 2025 — an annual increase of 6.4 percent — Montana will reach the goal of 60% degree attainment within its population. (source: A Stronger Nation 2010)

Montana University System

Transferability

MUS Transferability Initiative:

The 2007 Legislature appropriated $1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

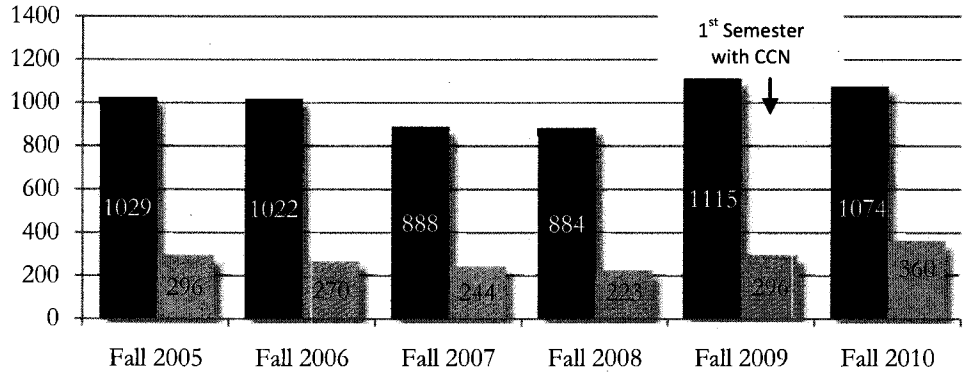
As a result, the MUS initiated a ***"common course numbering"*** process for all undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with the same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

Progress:
As of August 2010, more than 7,000 courses in 50 disciplines have gone through the Common Course Numbering process. This represents over 70% of the undergraduate courses in the MUS.

The timeline for completing common course numbering for all undergraduate disciplines within the MUS is July 2011.

MEASURE Number of students transferring between MUS institutions each Fall semester (not including transfers into community colleges)

New Transfer Student Enrollment Between MUS Institutions



Source: MUS Data Warehouse

- The initial round of Common Course Numbering (CCN) took effect in Fall 2009. In Fall 2010, students transferring from 2-year to 4-year campuses represent 33% of the transfers in the MUS, up from 26% in Fall 2009.
- On average, approximately 3,000 students will transfer into MUS institutions each fall semester. Close to two-thirds of those transfer students come from outside the MUS.

Common Course Numbering Example

Common course numbering is the process of applying identical names and numbers to courses that are significantly similar. Courses that carry the same name and number transfer across the system on a one-to-one basis and are transparent to students and parents. Below is a snapshot from the MUS Computerized Transfer Guide of some of the alignments that occurred as a result of common course numbering in the Mathematics discipline.

Mathematics Courses (sample)	Four Year Colleges						Colleges of Technology					Comm. Colleges		
Course# and Name	TECH	UMW	UM	MSU	MSUB	MSUN	GFCOT	HCOT	BLCOT	TECHCOT	UMCOT	DCC	FVCC	MCC
M 90 Introductory Algebra					X		X	X	X	X	X	X	X	X
M 95 Intermediate Algebra		X			X	X	X	X	X	X	X	X	X	X
M 96 Survey of Algebra							X							
M 108 Business Mathematics							X	X	X		X	X		
M 110 Mathematical Computing					X									
M 111 Technical Mathematics						X	X	X	X	X	X	X		
M 116 Mathematics for Health Careers							X							
M 119 Introduction to Number Theory		X												
M 121 College Algebra	X	X	X	X	X	X	X	X	X		X	X	X	X

Montana University System

Graduation Rates

MEASURE Percentage of first-time, full-time students at 4-year colleges earning bachelor's degree within six years

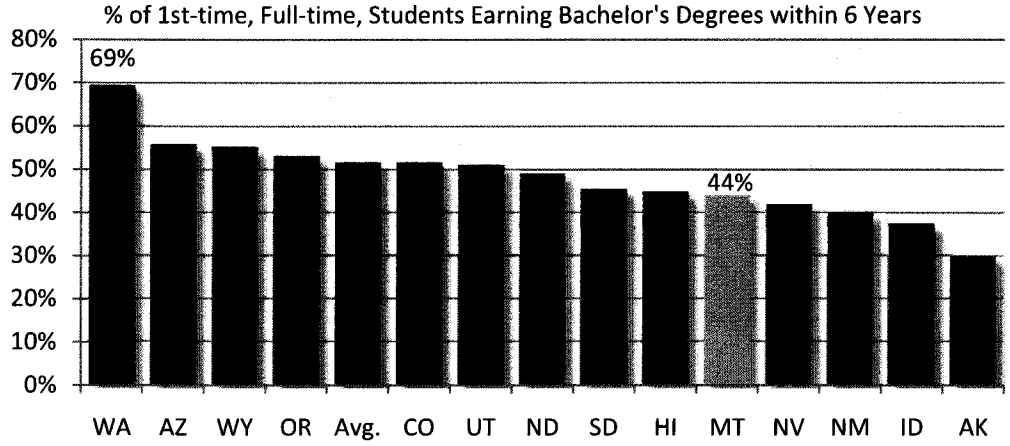
ANALYSIS

A strong correlation exists between graduate rates and the degree of admissions selectivity at an institution. MSU and UM are considered *moderately selective* institutions. A national sample of colleges reveals that the average graduation rate for moderately selective institutions is 46%. The 2009 aggregate graduate rate for MSU and UM is 48%.

One of the primary criticisms of the federally defined measure for graduation rates is the fact that transfer students are counted as dropouts. Through the system-wide data warehouse we are able to include transfer students within the MUS in system graduation rate totals. When using this approach, graduation rates for the MUS increase from 44% (federally defined) to 48% (including students who transferred within the MUS).

Graduation Rates in the Western States, 2009

% of 1st-time, Full-time, Students Earning Bachelor's Degrees within 6 Years



source: IPEDS

6-year Graduation Rates – *Pros & Cons*

PROS....Graduation Rates are:

- a good metric for comparing trends over a period of time within a campus, or rates between institutions with similar admissions standards.
- a useful tool for drawing comparisons between states.
- defined and measured consistently across the nation.

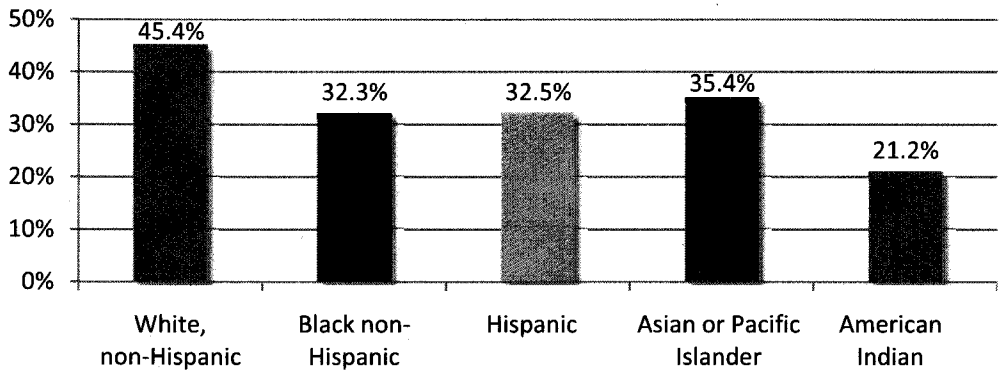
CONS....Graduation Rates are:

- institutionally based, meaning they only measure student completion within a single institution. In other words, transfer students are NOT counted as continuing or completing (even if they earn a degree at the transfer institution).
- retrospective measures, tracking the success of students that entered an institution six years earlier. Thus, they are not good measures for gauging the effectiveness of current efforts and strategies.

6-year Graduation Rates by Ethnicity

Graduation Rates by Ethnicity, 2009

% of 1st-time, Full-time Students Earning Bachelor's Degrees within 6 Years



source: IPEDS

Updated: 11/09/10

Montana University System

Efficiency & Effectiveness

MUS Examples of Efficiency & Effectiveness

Prescription Drug Plan

A new prescription drug program developed by the MUS (URx) is expected to reduce pharmaceutical costs for the plan by 20% and save members on average 20% of their overall out-of-pocket costs…saving millions of dollars!

Common Course Numbering

Since 2007, more than 6,500 courses in 40 disciplines have gone through the Common Course Numbering process (representing over 65% of the undergraduate courses in the MUS). Now, courses that carry the same name and number transfer across the system on a one-to-one basis and are transparent to students and parents.

Integrated Information Systems

- Integration of Dawson CC and Miles CC into University of Montana hosted instance of Banner
- MSU Unified Information System Project
- North Tier Network providing high speed connection between campuses, as well as to national research and education networks

K-20 Data Linkage

Develop linkages between K-12, postsecondary, and labor information in order to produce a method for annually tracking student cohorts from high school to college to the workforce.

The third prong of the Board of Regents' Strategic Plan, in addition to improving Access and Affordability and contributing to Workforce and Economic Development in Montana, is to increase Efficiency and Effectiveness.

Throughout 2009 and 2010, the Regents' Workgroup for Reform and Reinvention explored ways to do just that....increase efficiency while simultaneously increasing degree production (effectiveness) throughout the MUS. The end result of the Workgroups' year-long effort was the development of a ***Success Agenda*** that not only provides a road map for increasing efficiency and effectiveness, but concentrates on maintaining a high quality, affordable education for all Montanans.

SUCCESS AGENDA

In order to increase the overall educational attainment of Montanans and provide an efficient and effective system of higher education, the Regents' Workgroup on Reform and Reinvention recommends that nine key elements be undertaken to achieve a *Success Agenda* in the Montana University System.

1. **Institutional Role Differentiation** – Define distinct roles for the MUS institutions and align those roles with policies and practices that work to improve student success and the efficient/effective delivery of programs
2. **Admission Standards** - Utilize multiple criteria in admissions policies to help align students with the university/college that matches their academic preparation, goals, and abilities
3. **Transferability** - Ensure seamless transferability among institutions through a system of common course numbering and universal transfer core curriculum
4. **Community College Programs** - Increase utilization, enrollment and degree production in community college programs (see College!Now)
5. **Need-based Financial Aid** - Work to develop strategies to reduce unmet student need and increase the amount of need-based student aid
6. **Program and Service Alignment** - Focus programming and services to eliminate unnecessary/undesired duplication and align development, expansion, and contraction with consistently assessed workforce demands; increase investment in research and graduate programming
7. **Performance-Based Funding** - Connect achievement in key performance areas with aspects of funding; align targeted outcomes with institutional type through purposeful allocation of resources to areas of excellence and specialization.
8. **Data & Information** – Work to integrate data and information systems in order to increase student access and services, improve administrative efficiencies and academic coordination, as well as produce quality data
9. **Communication & Advocacy** - Develop a focused marketing and public relations strategy to increase support for higher education

Montana University System

College Readiness

COLLEGE READINESS

What does it mean?

"College-ready" is defined as the level of academic preparation necessary to successfully complete entry-level college courses that are required for a degree.

What are entry-level college courses?

In the Montana University System, courses that are numbered "100" and above are considered college-level. Typical entry-level courses are WRIT 101 - College Writing and M 121 - College Algebra. Courses numbered below 100 are considered developmental (designed to develop skills needed to be successful in entry-level college courses.)

Where are Montana's college readiness standards described?

For college admissions standards, with links to documents describing what students need to know and be able to do, go to: mus.edu/collegeprep.asp.

Is academic readiness enough to guarantee success?

College-readiness includes critical thinking; adaptive reasoning, tolerance for diversity and ambiguity; independence; study, research, and technology skills; and responsibility. These habits of mind, as well as fiscal and social support and the motivation to complete a degree, are also critical.

Created: 6/17/10

Colleges and universities evaluate college readiness of high school students by analyzing courses completed in high school (college preparatory program or rigorous core), grade point averages (GPA), scores on college entrance exams, including the ACT, SAT, and Montana University System Writing Assessment (MUSWA), and may also consider other factors (extra-curricular activities).

College Preparatory Program

In general, college readiness is achieved by taking high school courses that are rigorous and generally comparable among high schools. ACT and College Board studies, as well as Montana's standards, indicate that successfully completing at least three years of rigorous math, two years of science, three years of social studies, and four years of English will help students achieve college readiness. A "rigorous core", recommended by the Montana Board of Regents, includes four years of mathematics.

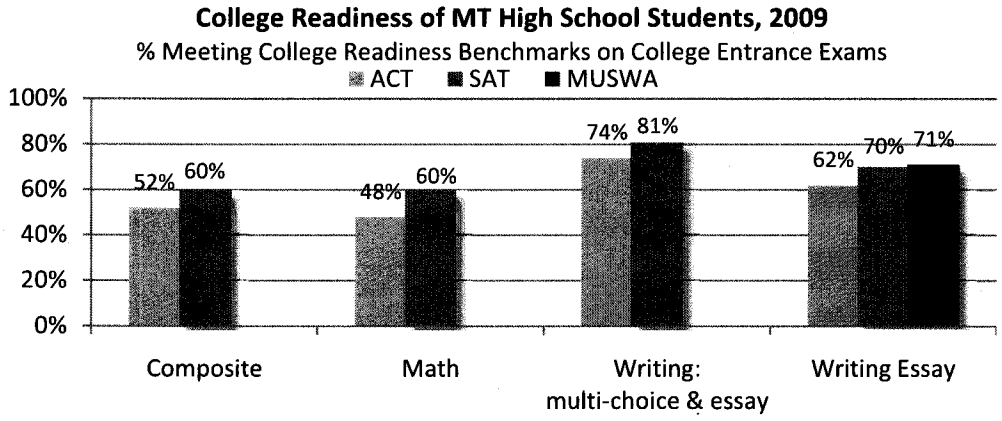
College Entrance Exams

Scores on college entrance exams provide the most objective measures of college readiness, with proficiency levels set in specific subjects and described by the academic standards required for college level work. For example:

- To gain entrance into college-level writing courses in the MUS, students must earn a minimum ACT or SAT essay score of 7 or MUSWA score of 3.5. These scores mean that students can "make arguments supported by evidence; create a logical progression of ideas; choose words and phrases to express ideas precisely; and demonstrate command of the conventions of standard written English."
- To enter college-level math courses in the MUS, students must earn a minimum math ACT score of 22 or SAT score of 520. These scores mean that students can, for example "evaluate algebraic expressions by substituting integers for unknown quantities, evaluate quadratic functions, find the measure of an angle using properties of parallel lines, and determine the probability of a simple event,"

College Readiness of Montana High School Graduates

The graph below shows that the readiness levels of Montana's high school students ranged from 48% ready for college mathematics, based on the ACT, to 81% ready for college composition, based on the SAT Combined Writing Score.



Since the adoption of the writing and mathematics proficiency policies by the Board of Regents, describing specific college-ready standards, the remediation rate of Montana's high school graduates has declined from 36.7% in the Fall of 2005 to 29.4% in Fall 2009.

Montana University System

Developmental Education

Board of Regents' Policies

Math & Writing Proficiency
In 2002, the Montana Board of Regents passed a mathematics proficiency policy, and later in 2004, writing proficiency. See (301.11 A & B). These policies were designed to clearly communicate to high school students the levels of proficiency needed to be placed into entry-level college courses.

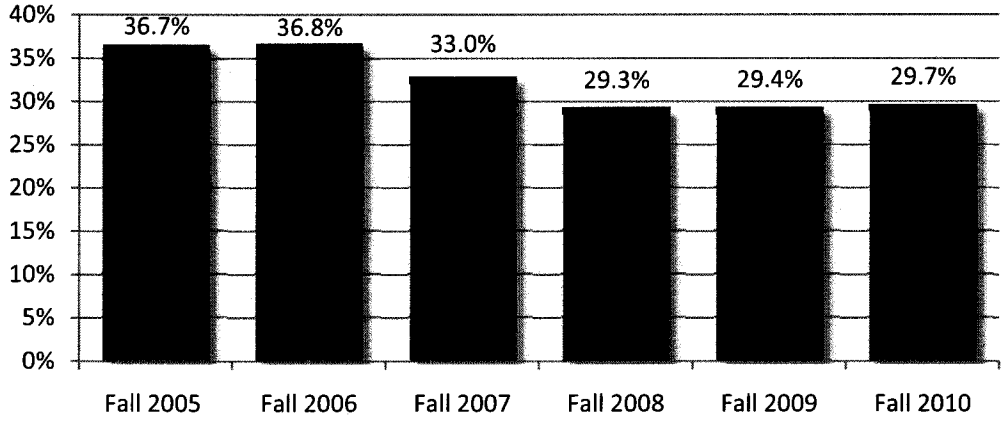
Developmental Education
The Regents' Developmental Education Policy (301.18), passed in 2007, requires that the two-year campuses serve as the "primary providers" of developmental education. As of the fall of 2009, all developmental education enrollment in the MUS is occurring on two-year campuses, although students may have been provisionally admitted to a four-year campus.

Placement Policies
Montana Board of Regents' Mathematics and Writing Proficiency policies, Composition Placement Policy (301.17), and Developmental Education Policy (301.18) set clear, consistent standards across the system, using college entrance test scores (such as ACT) and placement test scores (such as COMPASS) so that students with the same skill sets enter courses with the same level of difficulty regardless of where they attend college.

Updated 11/09/2010

In the Montana University System, courses that are numbered "100" and above are considered college-level. Courses numbered below 100 are developmental, designed to develop the skills students need to be successful in college-level courses. Developmental courses can be found in mathematics, writing, and reading.

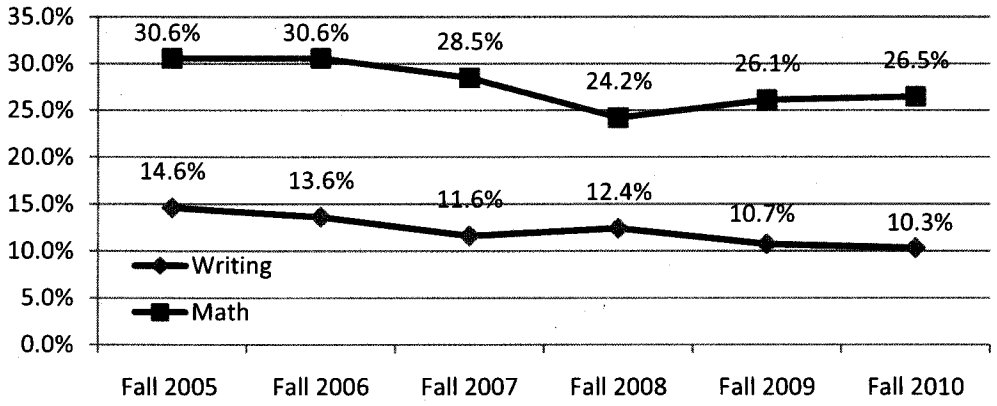
Remediation Rates of Montana Public High School Graduates
% of entering freshmen enrolling in at least one developmental course



MUS Remediation Rates: the percentage of entering freshmen from Montana public high schools enrolling in developmental courses has declined from 36.7% in Fall 2005 to 29.7% in Fall 2010. source: MUS High School Follow-up Report

National Comparison: 34% of all new entering college students enrolled in at least one remedial course. source: U.S. Department of Education

Remediation Rates of MT Public High School Graduates by Subject
% of entering freshmen enrolling in developmental Writing & Math



source: MUS High School Follow-up Report

MUSWA: The MUS administers the Montana University System Writing Assessment (MUSWA) to nearly 8,000 high school students each year. The test, accompanied by intensive professional development for teachers, helps prepare students for college writing and has contributed to the decline in writing remediation rates.

Montana University System

Admission Standards

Rigorous Core
The rigorous core is an alternative to the math proficiency standards and an eligibility requirement for receiving the MUS Honors Scholarship.

In addition to college prep courses required for entrance to 4-year universities, the rigorous core adds one additional year of math (4 years total), science (3 yrs.), and electives (3 yrs.) - including languages, computer science, arts, or vocational education.

Provisional Admission
Students who don't meet the writing and math proficiency standards are admitted to 4-year universities on a provisional basis.

Students who are provisionally admitted can gain full admittance by:

- earning a "C" or better in developmental courses preparing students for college-level course work (must be done within the first three semesters); or
- earning satisfactory scores on individual campus math placement exams; or
- completion of an associate of arts or associate of science degree.

Entrance Requirements

In order to be fully admitted to a 4-year university in the MUS, entering high school graduates are required to meet the following standards:

- **Complete the college preparatory program:** mathematics (3 years), English (4 years), science (2 years), social studies (3 years), and electives (2 years) – includes languages, computer science, visual/performing arts, speech, or vocational education.

- **Demonstrate Mathematics Proficiency:** earn an ACT math score of 22, SAT score of 520, or complete the Rigorous Core.

- **Demonstrate Writing Proficiency:** earn an ACT writing/English score of 18, SAT score of 440; or score 7 or higher on the ACT/SAT essays, or 3.5 or higher on the MUS writing assessment test.

- **Achieve one of the following requirements:**
  1. Earn at least a 2.5 high school GPA; or
  2. Rank in the top half of the school's graduating class; or
  3. Score composite ACT of 22 or higher, or SAT of 1540 or higher (except MSU-Northern requires ACT score of 20, SAT score of 1440).

Provisional Admission

Provisional admission is granted to students scoring 18-21 on ACT and 440-510 on SAT mathematics tests or 2.5-3.0 on the MUSWA or 5-6 on ACT or SAT essays.

Exemptions

Entrance requirements do NOT apply to the following groups:

- Non-traditional students (those who do not enter college for a period of at least three years following high school graduation);
- Summer-only students; and
- Part-time students taking seven or fewer credits per semester.

In addition, institutions may exempt up to 15% of first-time, full-time undergraduates from the entrance requirements listed above. This exemption is reserved for students with special talents, minorities, and others who demonstrate special needs.

Open Admission

Two-year colleges in the MUS offer open admissions that do not require the academic standards listed above. However, certain programs (such as nursing) have admission standards.

A high school degree or GED is required for admission to all degree programs.

Montana University System

College!Now

Montana's Two-Year College Initiative

Why Now?

Montana's economy needs more skilled workers, and two-year colleges can meet much of the demand. According to the most recent projections, Montana's economy will add approximately 98,000 jobs between 2006 and 2016 and approximately 25,000 of these will require at least a postsecondary certificate or associate degree. Half of the 25 fastest-growing jobs will require at least an associate's degree.

Montana will also need educated workers to fill jobs being left by retiring Baby Boomers. One out of every five Montana workers is over 55 years old, which means that education leaders, business and community leaders, and policymakers need to take action today to prepare the workforce they'll need tomorrow.

Montana must increase the education and training levels of its working adults to meet workforce demands. The percentage of traditional college-age Montanans (18-24 years old) is expected to decrease over the next several years, which means we must bring more adults 25 and older to college--or back to college – to ensure a competitive workforce and a sustainable economy.

Montana's two-year colleges are not being used to their full potential. Just under 25% of Montana college students attend two-year institutions, compared with nearly 45% in Western states.

Montana cannot afford to keep doing "business as usual" in higher education. Making college opportunities affordable – for students and taxpayers -- requires more careful stewardship and better coordination system-wide.

What Is It?

Montana's colleges and universities are teaming up with business and community leaders, K-12 educators, and elected officials on a policy initiative to make two-year colleges more affordable and accessible statewide. Montanans have spoken--they are looking for education and training that will help them get and create high-wage jobs that will strengthen their communities and their families. Using a combination of new policies, new technologies, and old-fashioned cooperation, these groups are working to bring certificates and degrees to every corner of Montana--within available funding.

What Are Two-Year College Initiative Strategies?

Offer basic two-year college services statewide for Montana's students and employers.
Montana's 15 two-year colleges will become "hubs" for their local regions, providing services that will help students get started or get up to speed and help businesses with "just in time" assistance and programs for their employees. Today, some colleges offer Adult Basic Education while others do not. Working together and with K-12 schools, Montana's two-year colleges can bring these services to every corner of the state with current resources. Developmental education programs are being offered at four-year universities where costs are higher. Too many courses and programs do not fit the needs or realities of working adults.

Expand dual high school/college enrollment and improve two-year/four-year transfer.
Montana has made progress in helping students get a jump start on college through dual enrollment programs in the high schools, but more students and parents need to be aware of and have access to these opportunities.

Some two-year colleges do not offer the transfer degree, with the result that students in those communities do not have access to the more affordable tuition rates for the first two years of a baccalaureate degree. This initiative will bring the transfer degree (Associate of Arts or Associate of Science) to all two-year colleges.

Use technology to expand access for students and create savings for two-year colleges.
Montana's two-year colleges are banding together to create a virtual community college that will combine and re-package key courses and programs and offer them online. The college will initially focus on dual enrollment courses and then move into workforce programs.

The two-year colleges are also moving toward common information technology systems that will make information sharing easier and more efficient and even pave the way for sharing some administrative services.

Fund colleges based on students' progress and success, not just enrollment.
Today's state funding policy for two-year colleges is all about getting students to college, with little or no emphasis on getting students through college. Graduating more students with the resources available demands a focus on both.

Montana University System

WWAMI

Medical Education Program at Montana State University

WWAMI Facts

- WWAMI is MT's medical school and has been for over 35 years.
- More than 600 MT residents have earned medical degrees through WWAMI.
- MT admits the same number of students today into the program as it did in 1973.
- On average, the return rate of MT students graduating from WWAMI is 40%; this number increases to 55% when all WWAMI students are included.
- Over 250 MT Physicians have clinical faculty appointments at UW.
- It takes a minimum of 7 years from entry to practice to become a physician (4 yrs in medical school, 3 years in residency).
- Montana is ranked 43rd in the nation in terms of access to medical education.
- MT's aging population and rural nature combine to produce a large medically underserved population.

Program Summary

In 1973, Montana entered into a cooperative program with the School of Medicine at the University of Washington and the states of Alaska and Idaho. Wyoming joined the program in 1997, resulting in "WWAMI", the acronym for the cooperating states. WWAMI's primary purpose is to make medical education accessible to students in northwestern states that do not have medical schools.

Program Goals:

1. Make public medical education accessible to Montana residents
2. Encourage graduates to choose careers in primary care medicine and locate their practices in underserved or rural areas
3. Support and encourage talented students, especially minority students, to enter the field of medicine

How Does the Program Work?

The program operates through a decentralized education process. In Montana, 20 new medical students enter the program each year and complete their first year of studies on the MSU campus. Students join WWAMI participants from other states in Seattle for the remainder of their classroom studies in the second year.

Clinical training (years 3 and 4) can be completed across the WWAMI region. Both Billings and Missoula offer the full complement of third-year clinical training, and single-specialty clinical rotations for both the third and fourth years are available across Montana. This provision of clinical training in Montana engages our Montana physicians in helping educate the next generation and helps recruit WWAMI students to Montana communities.

State Support

In order to defray the cost of non-resident tuition to the UW Medical School, the state of Montana provides a subsidy for each student enrolled in the program. In FY10 the state provided $3.5M to support 80 students in WWAMI at an average subsidy of $42,000 per student. State support covers the non-resident portion of tuition and fees, while students pay on average an additional $21,000 per year.

WWAMI vs. New Medical School

The cost of establishing a medical school is sizable. The most recent publicly-funded medical school is Florida State. To begin their school with a class size of 30 students the state spent $155M. At full roll out with 120 students per class they expect to pay $38M annually to operate the school or $79,000 per student per year of state support.

Doctor Shortage

Montana TRUST (Targeted Rural Underserved Track) is a WWAMI initiative designed to alleviate the shortage of primary care and other needed specialties in rural and under-served areas of the state. This program seeks to select, educate, and support Montana students with an interest in rural or underserved medicine. Five WWAMI students in Montana were selected for this program in 2009.

For more information on the WWAMI program visit:
www.montana.edu/wwwwami

Montana University System

MR. PIP

Montana Rural Physician Incentive Program

PROGRAM FACTS

Since the inception of MR PIP nearly 100 doctors have participated. Of those receiving loan repayment funds, 78% continued their practice in Montana.

MR PIP relies on revenue from surcharge assessments (16%) on WICHE/WWAMI student tuition.

Participants must have a doctor of medicine or doctor of osteopathic medicine degree, and be eligible for licensure in the State of Montana.

The Office of Commissioner of Higher Education administers the program.

38 Communities served by MR PIP
(over the past 10 years)

Anaconda	Lewistown
Big Timber	Libby
Chester	Lincoln
Chinook	Livingston
Columbia Falls	Miles City
Columbus	Plains
Conrad	Plentywood
Culbertson	Polson
Cut Bank	Red Lodge
Deer Lodge	Ronan
Dillon	Scobey
Ennis	Seeley Lake
Forsyth	Shelby
Glasgow	Sidney
Glendive	Superior
Hamilton	Stevensville
Hardin	St. Ignatius
Harlowton	Thompson Falls
Havre	Townsend

Program Summary

In 1991, the Montana Legislature authorized the creation of The Montana Rural Physician Incentive Program (MR PIP) in order to encourage primary care physicians to practice in rural and medically underserved areas of Montana. The MR PIP Trust Fund was established to facilitate repayment of qualified educational debts of rural physicians who serve communities or populations where there is a demonstrated need for medical services. The trust is funded by fees assessed to all Montana allopathic and osteopathic medical students participating in the WICHE and WWAMI programs.

Benefits and Obligations

- The program provides up to $100,000 in medical education loan repayment (prior to July 2009, repayment cap was $45,000)
- One- to five-year periods of service are required in approved rural or underserved locations
- Graduated payments based on length of service are disbursed directly to verified lending institutions

Characteristics of Qualifying Locations and Populations

The program is based on legislation designed to provide assistance for medically underserved populations and rural communities in Montana that have difficulty attracting and maintaining adequate numbers of physicians. Traditionally, such communities have populations of less than 8,000 and hospitals with fewer than 50 beds or have demonstrated shortages of physicians serving specific populations. Many of these areas have been designated by the United States government as health professional shortage areas (HPSA). Hospitals and other community organizations in these areas must document their inability to recruit and retain sufficient numbers of physicians.

Selection Process

Applications are reviewed for program eligibility by an advisory committee appointed by the Commissioner of Higher Education. Qualified applications are prioritized for participation based upon community needs and the availability of funds. The following preferences may be applied:

- Physicians who contributed to the trust fund during their participation in the WICHE or WWAMI programs.
- Physicians who practice in remote rural locations or in locations having difficulty attracting physicians.
- Primary care physicians.

All advisory committee nominations of physicians to receive awards are submitted to the Montana Board of Regents for final approval.

Montana University System

Long-Range Building & Planning (LRBP)

LRBP Projects

LRBP Ranking Criteria:

1. Health and Life/Safety
2. Major Maintenance of Building/Utility Systems
3. Code Compliance
4. Operational Efficiency/Savings
5. Adaptive Renovation
6. New Construction

2011 Biennial Projects

Total Funding = $39M
Direct Funding = $8.5M

Direct Funded Projects:

- Deferred Maintenance, $3.6 M
- MSU Animal Science Building, $2.5M
- MSU GF COT, Simulated Hospital, $1.6M
- UM Helena COT, Renovation, $850K

Authority Only Projects:

- Deferred Maintenance, $1.0M
- MSU Renovate Existing Lab Facilities, $7.5M
- MSU GF COT, Simulated Hospital, $500K
- MT Tech Re-appropriation, $2.5M
- UM-All Campuses – Authority, $6M
- MSU-All Campuses – Authority, $5M

Background

The LRBP is always a work in progress for the Montana University System (MUS). The UM and MSU campuses utilize excellent software to track all aspects of the physical plants of the affiliated campuses and research agencies, especially in regard to energy utilization, age and condition, and needs for capital construction, in light of overall campus master plans. The staff of the Board of Regents schedules visits to most university system sites in the year between legislative sessions to review and rank the highest-priority needs. They partner with personnel from the Architecture and Engineering Division (A&E) in this process. Others who often participate include regents, budget office and legislative staff, and regional legislators.

LRBP Process

Step 1 - Preliminary projects lists are developed by each campus. The visiting team listens to campus facilities directors, faculty, and students as they tour the facilities, with focus on the areas of greatest need (see ranking criteria on side bar).

Step 2 – Based on project scope and cost estimates, a draft Consolidated Project Priority List (CPPL) is presented to the presidents of the UM and MSU campuses. In November, a full fourteen months prior to the start of the legislative session, a preliminary priority list is also shared with campus Chancellors and Deans for review/discussion. The campuses generally finalize the CPPL in January, one year in advance of the legislative session.

Step 3 – The Board of Regents staff, led by the Deputy Commissioner for Finance and Administration, then develops a Montana University System Consolidated Project Priority List for submittal to the March Board of Regents meeting. This priority list is developed as systematically and objectively as possible with the advice and counsel of campus leaders, the Architecture & Engineering Division (A&E), and the LRBP site visitors.

Step 4 – After review and debate, the Board of Regents adopts an MUS Consolidated Project Priority List to submit to A&E of the Department of Administration for inclusion in the State LRBP that is introduced to the Legislature (to whatever extent is possible). This step normally takes place during the May Board of Regents meeting. The MUS CPPL is required to be submitted to A&E by June 30, six months prior to the start of the legislative session. A&E normally publishes the Governor's LRB Plan in mid-November.

Legislative Involvement: The Board of Regents welcomes involvement by regional legislators early in the process as the priority list for the entire system is still in the formation stage. It is cost-effective for the executive and legislative branches of government to join with the Board of Regents in adhering to project priorities established through this rigorous 18-month process. No approach is perfect, but this LRBP process achieves a reasonable balance to meet needs across various campuses and research agencies over a number of biennia.

Montana University System

Montana Board of Regents

Authority, Appointment, & Duties

Board of Education

The Board of Regents and Board of Public Education together make up the Board of Education, which meets twice yearly to engage in long-range planning, coordination of K-College education and evaluation of policies and programs for the state's educational systems. Art. X, § 9, MT Constitution; § 20-2-101, MCA. These meetings are generally held in January and July.

References to Law & Policy

- Art. X, § 9, Montana Constitution (Grant of sovereign power to Board of Regents)
- § 2-15-1505, Montana Code Annotated (MCA), Board of Regents
- § 2-15-1506, MCA, Commissioner of Higher Education
- § 2-15-1508, MCA, Appointments to Boards
- Title 20, Chapter 25, MCA, Montana University System
- Title 2, Chapter Two, Part 1, MCA, State Board of Education, BOR and BPE
- Title 2, Chapter 16, Part 6, MCA, Montana Recall Act
- Title 2, Chapter 2, Standards of Conduct for State Officers and Employees
- BOR Policy 201.7, By-Laws of the Board of Regents
- Robert's Rules of Order, parliamentary procedures adopted by the Board.

Authority of the Board of Regents

The Board of Regents is a 7-member governing board, with 3 *ex officio* non-voting members who are members by reason of their state government positions (the commissioner of higher education, the governor, and the superintendent of public instruction). The Board of Regents has "full power, responsibility, and authority to supervise, coordinate, manage and control" the Montana University System. The Board also supervises and coordinates 3 community colleges, which are governed locally by elected boards of trustees.

Appointment and Terms of Regents

Regents are appointed for 7-year terms by the governor, except the student regent, who serves for 1 year. Regents do not serve at the pleasure of the governor, as do executive department heads. Regents, once appointed, cannot be removed except for misconduct pursuant to the Montana Recall Act.

Duties and Responsibilities of Regents:

The Board of Regents exercises a share of the sovereign power of the state of Montana. As such, the office of regent is a public trust which requires a duty of loyalty and responsibility to act in the best interests of the university system and the public. State law and board policy prohibit official actions taken for personal interests and require disclosure and recusal (abstention) on matters in which the regent has a personal or financial interest which could affect his or her vote.

Regents have authority only as a board. Individual regents have no authority. The chair acts as the spokesperson of the board, chairs the meetings, and has responsibilities relating to the setting of meeting agendas, but the chair sits as one of seven voting regents and has no substantive authority greater than that of the other regents.

As a lay governing board, the Board of Regents' major responsibilities are to:

- Set policy for the system, which includes engaging in long-range planning;
- Approve programs, tuition, fees, capital projects and property-related matters;
- Govern the system through the commissioner of higher education and two university presidents, who are appointed by the board.

How the Board Does Business

The board meets quarterly in September, November, March and May. Two additional meetings are generally held in connection with meetings of the Board of Education. Matters may be placed on the board's agenda by a regent, a campus with the approval of the commissioner, or by the commissioner. The board meets in noticed, open meetings and takes action by majority vote, with the chair voting. Proxy votes are not allowed. The board may meet in executive session for purposes of discussing matters of personal privacy or litigation strategy.

MONTANA UNIVERSITY SYSTEM

HEADCOUNT

Fall Headcount - Unduplicated Enrollment

Fall 2001 through Fall 2010
(unduplicated by institution)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	%CHG 09 to 10	%CHG 01 to 10
4-year Institutions												
MSU Bozeman	11,745	11,934	12,135	12,003	12,250	12,338	12,170	12,369	12,764	13,459	5.4%	14.6%
MSU Billings	3,818	3,787	3,985	3,815	3,832	3,709	3,752	3,598	3,635	3,804	4.6%	-0.4%
MSU Northern	1,589	1,531	1,513	1,421	1,350	1,388	1,215	1,217	1,272	1,304	2.5%	-17.9%
MSU 4-year sub-Total	**17,152**	**17,252**	**17,633**	**17,239**	**17,432**	**17,435**	**17,137**	**17,184**	**17,671**	**18,567**	**5.1%**	**8.2%**
UM Missoula	11,824	12,125	12,388	12,489	12,326	12,477	12,326	12,566	12,816	13,198	3.0%	11.6%
UM Montana Tech	1,660	1,900	1,936	1,869	1,813	1,928	1,900	1,980	2,187	2,304	5.3%	38.8%
UM Western	1,163	1,142	1,128	1,146	1,159	1,176	1,148	1,190	1,255	1,365	8.8%	17.4%
UM 4-year sub-Total	**14,647**	**15,167**	**15,452**	**15,504**	**15,298**	**15,581**	**15,374**	**15,736**	**16,258**	**16,867**	**3.7%**	**15.2%**
4-year Total	**31,799**	**32,419**	**33,085**	**32,743**	**32,730**	**33,016**	**32,511**	**32,920**	**33,929**	**35,434**	**4.4%**	**11.4%**
Colleges of Technology												
MSU Billings COT	525	620	685	887	1,040	1,090	1,160	1,127	1,406	1,531	8.9%	191.6%
MSU Great Falls COT	1,247	1,353	1,431	1,431	1,467	1,434	1,420	1,566	1,663	1,763	6.0%	41.4%
MSU Gallatin College Programs				10	414	539	648	668	788	951	20.7%	
MSU COTs sub-Total	**1,772**	**1,973**	**2,116**	**2,328**	**2,921**	**3,063**	**3,228**	**3,361**	**3,857**	**4,245**	**10.1%**	**139.6%**
UM Helena COT	786	814	883	865	924	889	1,064	1,180	1,378	1,500	8.9%	90.8%
UM Missoula COT	844	933	964	1,069	1,276	1,484	1,532	1,641	2,105	2,444	16.1%	189.6%
UM Montana Tech COT	426	261	296	319	421	429	447	422	507	560	10.5%	31.5%
UM COTs sub-Total	**2,056**	**2,008**	**2,143**	**2,253**	**2,621**	**2,802**	**3,043**	**3,243**	**3,990**	**4,504**	**12.9%**	**119.1%**
COT Total	**3,828**	**3,981**	**4,259**	**4,581**	**5,542**	**5,865**	**6,271**	**6,604**	**7,847**	**8,749**	**11.5%**	**128.6%**
Community Colleges												
Dawson CC	449	458	475	439	547	466	446	414	441	485	10.0%	-1.8%
Flathead Valley CC	1,867	2,057	2,267	2,100	2,094	1,878	1,911	1,899	2,501	2,539	1.5%	36.0%
MilesCC	598	544	631	650	605	534	556	558	524	486	-7.3%	-18.7%
Community Coll. Total	**2,914**	**3,059**	**3,373**	**3,189**	**3,246**	**2,878**	**2,913**	**2,871**	**3,466**	**3,510**	**1.3%**	**20.5%**
System Total	**38,541**	**39,459**	**40,717**	**40,513**	**41,518**	**41,759**	**41,695**	**42,395**	**45,242**	**47,693**	**5.4%**	**23.7%**

source: MUS Data Warehouse - 3rd week census; CC data from institutional reports, Gallatin College count (Fall 03 - Fall 09) reported by MSU GF COT

Notes:

1. Student Headcount represents an unduplicated count of students by institution in state supported course

*DCC enrollment data not available until Nov. 15, 2010

MONTANA UNIVERSITY SYSTEM

FTE

Fiscal Year Enrollment - Summary Report

FY00 - FY10 Annualized Student FTE

SUMMARY REPORT

MUS INSTITUTIONS	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	% CHG 09 to 10	% CHG 00 to 10
4-year Institutions													
MSU Bozeman	10,402	10,411	10,444	10,674	10,665	10,528	10,642	10,555	10,467	10,509	10,876	3.5%	4.6%
MSU Billings	3,374	3,364	3,409	3,382	3,502	3,484	3,552	3,434	3,448	3,384	3,286	-2.9%	-2.6%
MSU Northern	1,451	1,418	1,489	1,446	1,431	1,319	1,255	1,207	1,096	1,075	1,118	3.9%	-23.0%
MSU 4-year sub-Total	**15,227**	**15,193**	**15,342**	**15,503**	**15,599**	**15,330**	**15,449**	**15,197**	**15,010**	**14,968**	**15,280**	**2.1%**	**0.3%**
UM Missoula	10,514	10,573	10,830	10,933	11,118	11,032	10,963	11,042	11,160	11,360	11,717	3.1%	11.4%
UM Montana Tech	1,683	1,658	1,608	1,751	1,797	1,692	1,679	1,784	1,791	1,889	2,109	11.7%	25.3%
UM Western	1,008	1,028	1,014	997	1,006	1,069	1,090	1,117	1,110	1,133	1,255	10.8%	24.5%
UM 4-year sub-Total	**13,206**	**13,258**	**13,453**	**13,682**	**13,922**	**13,792**	**13,732**	**13,944**	**14,062**	**14,383**	**15,082**	**4.9%**	**14.2%**
4-year Total	**28,433**	**28,452**	**28,794**	**29,184**	**29,520**	**29,123**	**29,181**	**29,140**	**29,072**	**29,350**	**30,362**	**3.4%**	**6.8%**
Colleges of Technology													
MSU Billings COT	510	474	510	580	660	667	668	699	706	658	973	48.0%	90.9%
MSU Great Falls COT	766	834	952	1,053	1,098	1,080	1,082	1,070	1,025	1,154	1,318	14.2%	72.1%
MSU Gallatin College Programs	-	-	-	-	-	13	104	142	188	199	229	15.2%	-
MSU COT sub-Total	**1,276**	**1,308**	**1,462**	**1,633**	**1,759**	**1,760**	**1,854**	**1,911**	**1,919**	**2,010**	**2,520**	**25.4%**	**97.6%**
UM Helena COT	704	724	736	738	749	684	733	719	734	806	1,007	25.0%	43.1%
UM Missoula COT	776	797	802	886	896	917	1,019	1,098	1,276	1,423	1,629	14.5%	109.9%
UM Montana Tech COT	310	286	295	232	260	280	303	304	349	331	382	15.3%	23.3%
UM COT sub-Total	**1,790**	**1,807**	**1,832**	**1,857**	**1,904**	**1,881**	**2,056**	**2,121**	**2,358**	**2,560**	**3,018**	**17.9%**	**68.6%**
COT Total	**3,065**	**3,114**	**3,294**	**3,489**	**3,663**	**3,641**	**3,910**	**4,033**	**4,277**	**4,570**	**5,538**	**21.2%**	**80.7%**
Community Colleges													
Dawson Community College	429	413	445	415	450	497	500	401	401	451	449	-0.6%	4.6%
Flathead Valley Community College	1,186	1,174	1,289	1,414	1,642	1,457	1,369	1,265	1,360	1,557	2,076	33.3%	75.0%
Miles Community College	465	506	509	473	509	542	469	454	446	459	486	5.8%	4.5%
Community College Total	**2,080**	**2,093**	**2,243**	**2,302**	**2,601**	**2,496**	**2,338**	**2,119**	**2,206**	**2,468**	**3,010**	**22.0%**	**44.7%**
System Total	**33,578**	**33,659**	**34,332**	**34,975**	**35,785**	**35,259**	**35,429**	**35,293**	**35,556**	**36,388**	**38,909**	**6.9%**	**15.9%**

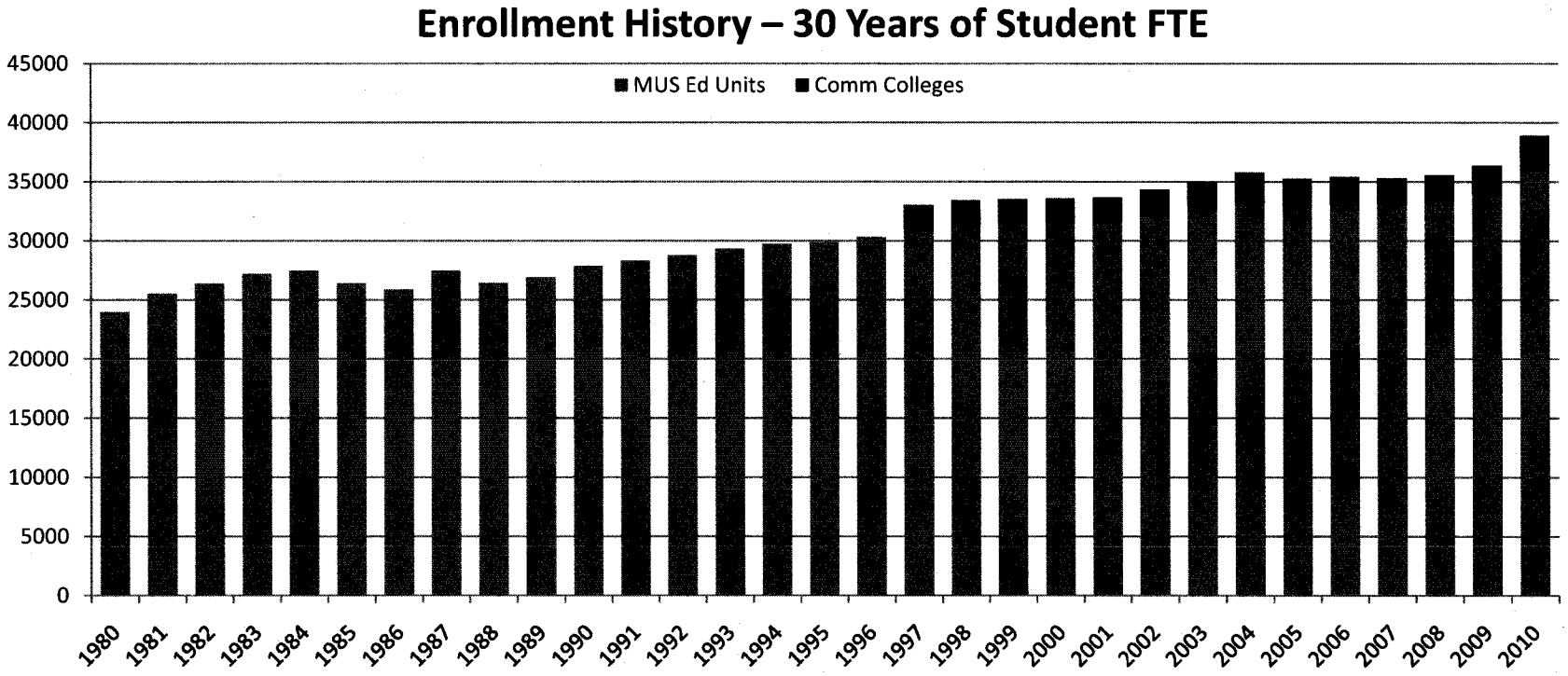
Notes:

1) figures may not total due to rounding

2) Official enrollment counts are recorded on the 15th day of instruction of each semester. Institutions are able to amend this figure by adding late starting course enrollment at the end of the semester.

Fiscal Year Enrollment Report – FY10

- FY10 marks the largest one year enrollment increase since 1987 (the year when COT's were added to the enrollment count).
- The MUS grew by approximately 12,000 FTE over the past 30 years.
- When including the community colleges, the MUS grew by 6.9%, the largest one year increase in MUS history.

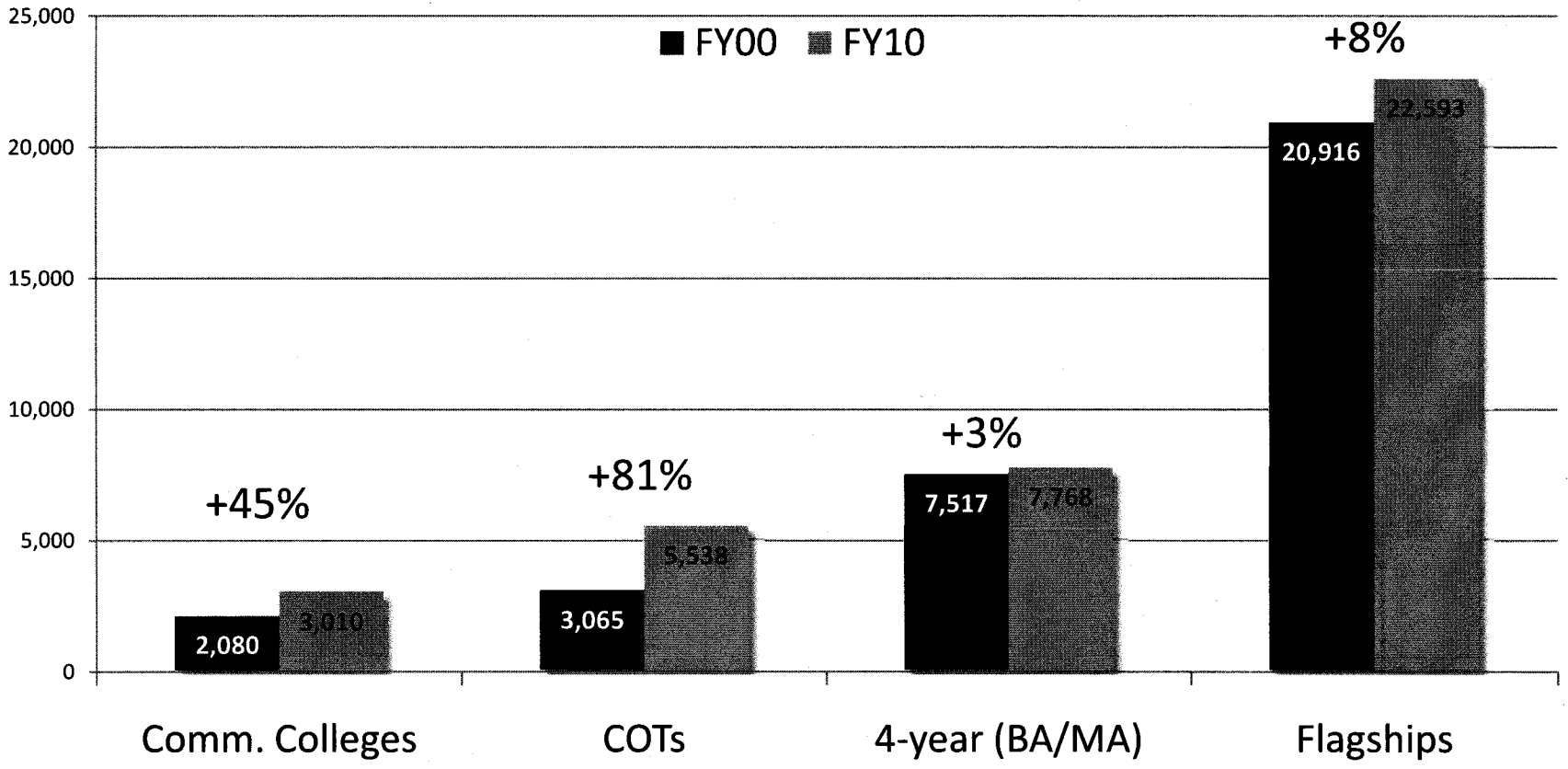


Fiscal Year Enrollment Report – FY10

	Student FTE		10 Year FY00 to FY10		1 Year FY09 to FY10	
	FY00	FY10	DIFF	%CHG	DIFF	%CHG
MUS Total (includes CC's)	**33,578**	**38,909**	**5,332**	**15.9%**	**2,522**	**6.9%**
Resident Undergrad	24,662	28,723	4,062	16.5%	1,990	7.4%
Resident Graduate	1,937	2,499	562	29.0%	196	8.5%
Total Resident	**26,599**	**31,222**	**4,623**	**17.4%**	**2,186**	**7.5%**
Non-resident Undergrad	5,186	5,121	-64	-1.2%	241	4.9%
WUE	1,065	1,778	712	66.9%	131	8.0%
Non-resident Graduate	728	788	60	8.3%	-35	-4.3%
Total Non-Resident	**6,979**	**7,687**	**708**	**10.1%**	**336**	**4.6%**

Fiscal Year Enrollment Report – FY10

Ten Year FTE Growth by Campus Type



Reporting Metric - Per Student Funding
FY 2011 Budgeted
4 YR Campuses

	MSU	MSUB	MSUN	UM	MT TECH	UMW
Non-Resident Student Funding						
Expenditure per FTE*	12,669	9,292	12,233	10,576	11,002	9,833
Average Non-resident Tuition per FTE	16,750	12,068	10,829	17,624	12,506	12,159
Other Revenue per FTE	306	211	238	224	161	129
Resident Student Funding						
Expenditure per FTE	12,669	9,292	12,233	10,576	11,002	9,833
State Support per FTE	5,713	4,924	8,401	4,620	6,138	5,877
Average Resident Tuition per FTE	5,209	3,953	3,775	4,038	4,270	3,390
Other Revenue per FTE	306	211	238	224	161	129
Non-Resident Subsidy per FTE	1,441	204	(181)	1,695	434	437
Non-Resident Subsidy per FTE %	11.40%	2.20%	-1.50%	16.00%	3.90%	4.40%

Reporting Metric - Per Student Funding
FY 2011 Budgeted
2 YR Campuses

	DCC	FVCC	MCC	GFCOT	HCOT
Non-Resident Student Funding					
Expenditure per FTE	8,823	7,372	9,899	8,285	6,900
Average Non-resident Tuition per FTE	5,563	9,800	5,790	10,857	8,037
Other Revenue per FTE	3,055	1,661	3,614	198	220
Resident Student Funding					
Expenditure per FTE	8,823	7,372	9,899	8,285	6,900
State Support per FTE	4,411	2,881	4,670	4,850	3,953
Average Resident Tuition per FTE	2,120	2,660	2,565	3,070	2,697
Other Revenue per FTE	3,607	1,661	3,614	198	220
Non-Resident Subsidy per FTE	(1,315)	170	(950)	167	30
Non-Resident Subsidy per FTE %	-14.90%	2.30%	-9.60%	2.00%	0.40%

*Excludes Program Fees and Super Tuition

National Center for Education Statistics

IPEDS State Data Center Pre-defined Report - Average 9-month equated faculty salaries by rank in Title IV institutions: 2008-09

Reporting group	All instructional staff total	Professor	Associate professor	Assistant professor	Instructor	Lecturer	No academic rank
US Total	72,123	101,666	73,249	61,479	53,118	53,472	54,776
Plains IA KS MN MO NE ND SD	64,587	91,101	67,467	56,910	43,067	46,461	55,138
Southwest AZ NM OK TX	68,953	97,371	71,659	61,940	44,782	60,274	60,114
Rocky Mountains CO ID MT UT WY	65,607	91,119	70,861	59,702	43,813	46,553	51,323
Far West AK CA HI NV OR WA	79,692	109,214	78,424	67,670	71,964	58,944	58,099
Alaska	67,443	91,094	70,983	59,326	46,175	0	43,776
Arizona	73,306	106,140	76,617	65,879	43,128	51,722	70,547
Colorado	67,805	94,326	75,567	60,694	43,173	43,652	43,588
Hawaii	78,711	101,802	80,866	69,034	54,049	49,820	48,543
Idaho	58,650	76,579	61,193	52,864	46,093	35,711	61,771
Montana	56,224	74,151	60,236	54,035	40,578	40,488	44,271
North Dakota	54,746	78,655	58,909	54,129	37,054	37,275	37,290
New Mexico	61,056	85,631	65,171	55,081	44,908	49,850	53,304
Nevada	78,322	94,086	88,441	70,976	48,798	57,015	53,450
Oregon	63,663	86,140	65,516	57,706	54,583	49,262	55,036
South Dakota	55,524	78,776	61,134	52,226	41,756	34,569	42,526
Utah	69,355	97,180	72,086	62,373	45,106	51,978	41,919
Washington	67,733	95,672	73,954	64,354	50,309	55,240	55,331
Wyoming	66,087	97,716	72,211	62,922	46,580	53,337	59,544